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ABSTRACT

A federally-funded cooperative program of in-plant English language instruction for industry workers is reported. Partners in the program were Northern Virginia Community College (Alexandria) and BOAT/U.S., a national business providing goods and services to the boating public. This 60-week workplace literacy program was divided into five 12-week sessions. The first four sessions consisted of English language classes at several proficiency levels. The fifth session offered three electives: business writing for non-native speakers of English, telephone skills, and basic English skills for native speakers. Classes served a total of 57 employees. Program background, design, goals, and achievement are discussed. It is concluded that students enrolled in the program made significant progress. The business plans to pursue employee education by continuing a program of workplace literacy courses and offering tuition assistance to employees attending the college. Appended materials include the texts of final reports from the counselor, evaluation team, and training manager, lists of skills to be covered, and a sample final exam at the advanced level. Additional attachments include a working calendar of the program, supervisor evaluation form, graduation and dinner program, program newsletter, and the script of a commercial for the business. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 364 123

FINAL REPORT

THE ENGLISH CHALLENGE

A 1992-1993 Workplace Literacy Grant
NO. V198A10205

A Partnership between

Northern Virginia Community College
Alexandria Campus

and

BOAT/U.S.
Alexandria, Virginia

April 15, 1993

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FINANCIAL STATUS REPORT

(Short Form)

(Follow instructions on the back)

1. Federal Agency and Organizational Element to Which Report is Submitted	2. Federal Grant or Other Identifying Number Assigned By Federal Agency	OMB Approval No.	Page	of
U.S. Department of Education:FIPSE	V198A10205-91	0348-0039	1	1 pages

3. Recipient Organization (Name and complete address, including ZIP code)

Northern Virginia Community College
4001 Wakefield Chapel Road
Annandale, VA 22003

4. Employer Identification Number	5. Recipient Account Number or Identifying Number	6. Final Report	7. Basis
54-1268263	181314	☒ Yes ☐ No	☒ Cash ☐ Accrual

8. Funding/Grant Period (See instructions) From: (Month, Day, Year)	To: (Month, Day, Year)	9. Period Covered by this Report From: (Month, Day, Year)	To: (Month, Day, Year)
04/15/91	12/31/92	04/15/91	12/31/92

10. Transactions:	I Previously Reported	II This Period	III Cumulative
a. Total outlays	-0-	181,497.37	181,497.37
b. Recipient share of outlays	-0-	81,948.00	81,948.00
c. Federal share of outlays	-0-	99,549.37	99,549.37
d. Total unliquidated obligations			-0-
e. Recipient share of unliquidated obligations			-0-
f. Federal share of unliquidated obligations			-0-
g. Total Federal share *(Sum of lines c and f)*			99,549.37
h. Total Federal funds authorized for this funding period			101,330.00
i. Unobligated balance of Federal funds *(Line h minus line g)*			1,780.63

11. Indirect Expense	a. Type of Rate *(Place "X" in appropriate box)* ☐ Provisional ☐ Predetermined ☐ Final ☒ Fixed			
	b. Rate	c. Base	d. Total Amount	e. Federal Share
	8%	92,175.34	7374.03	7374.03

12. *Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.*

13. Certification: **I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.**

Typed or Printed Name and Title	Telephone (Area code, number and extension)
BRENDA L. FLOYD Dean, Financial and Administrative Services	703-323-3122
Signature of Authorized Certifying Official	**Date Report Submitted**
Brenda L. Floyd	4/14/93

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FINANCIAL STATUS REPORT

(Short Form)

Please type or print legibly. The following general instructions explain how to use the form itself. You may need additional information to complete certain items correctly, or to decide whether a specific item is applicable to this award. Usually, such information will be found in the Federal agency's grant regulations or in the terms and conditions of the award. You may also contact the Federal agency directly.

Item	Entry

1, 2 and 3. Self-explanatory.

4. Enter the employer identification number assigned by the U.S. Internal Revenue Service.

5. Space reserved for an account number or other identifying number assigned by the recipient.

6. Check *yes* only if this is the last report for the period shown in item 8.

7. Self-explanatory.

8. Unless you have received other instructions from the awarding agency, enter the beginning and ending dates of the current funding period. If this is a multi-year program, the Federal agency might require cumulative reporting through consecutive funding periods. In that case, enter the beginning and ending dates of the grant period, and in the rest of these instructions, substitute the term "grant period" for "funding period."

9. Self-explanatory.

10. The purpose of columns, I, II and III is to show the effect of this reporting period's transactions on cumulative financial status. The amounts entered in column I will normally be the same as those in column III of the previous report in *the same funding period*. If this is the first or only report of the funding period, leave columns I and II blank. If you need to adjust amounts entered on previous reports, footnote the column I entry on this report and attach an explanation.

10a. Enter total program outlays less any rebates, refunds, or other credits. For reports prepared on a cash basis, outlays are the sum of actual cash disbursements for direct costs for goods and services, the amount of indirect expense charged, the value of in-kind contributions applied, and the amount of cash advances and payments made to sub-recipients. For reports prepared on an accrual basis, outlays are the sum of actual cash disbursements for direct charges for goods and services, the amount of indirect expense incurred, the value of in-kind contributions applied, and the net increase or decrease in the amounts owed by the recipient for goods and other property received, for services performed by employees, contractors, subgrantees and other payees, and other amounts becoming owed under programs for which no current services or performances are required, such as annuities, insurance claims, and other benefit payments.

10b. Self-explanatory.

10c. Self-explanatory.

10d. Enter the amount of unliquidated obligations, including unliquidated obligations to subgrantees and contractors.

Unliquidated obligations on a cash basis are obligations incurred, but not yet paid. On an accrual basis, they are obligations incurred, but for which an outlay has not yet been recorded.

Do not include any amounts on line 10d that have been included on lines 10a, b or c.

On the final report, line 10d must be zero.

10e, f, g, h and i. Self-explanatory.

11a. Self-explanatory.

11b. Enter the indirect cost rate in effect during the reporting period.

11c. Enter the amount of the base against which the rate was applied.

11d. Enter the total amount of indirect costs charged during the report period.

11e. Enter the Federal share of the amount in 11d.

Note: If more than one rate was in effect during the period shown in item 8, attach a schedule showing the bases against which the different rates were applied, the respective rates, the calendar periods they were in effect, amounts of indirect expense charged to the project, and the Federal share of indirect expense charged to the project to date.

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SUMMARY OF ENGLISH CHALLENGE PROGRAM

April 15, 1991 - December 4, 1992

1. Actual Employees starting the program	57
2. Actual Employees completing the program	53
3. Percent completing the program	93%
4. Equivalent number of students in program (many students attended two or more sessions)	110
5. Total classroom hours	720
6. Total release time for BOAT/U.S. employees	2,640
7. Total volunteer time of students	2,640
8. Average number of classroom hours per employee	129.6
9. Average number of classes per employee	2.7
10. Total value of training to BOAT/U.S.	$72,000

WORKPLACE LITERACY

Technology has changed the work place. Today robots are making cars and computers are telling the workers what to do. A single worker using a computer can handle multiple levels of an operation. As a result, fewer workers are required and those workers must have higher level skills to operate all aspects of the production process. Workers must be able to work in teams and make complex decisions about production.

By the year 2000 the number of jobs will increase 25 million, mostly in management, administrative support, sales and service.[1] These new jobs will require better trained workers who have the ability to problem solve and work together in teams. Presently, the majority of the workers in production have only a basic high school education. Many of them are deficient in oral and written skills. In addition, due to the increased immigration from all parts of the world, there are a large number of workers who have limited English proficiency. This situation is causing problems for industry. On one hand they have a need for a large educated workforce, but on the other hand they have an aging workforce that has limited basic English and math skills. Consequently, there has been an effort to reeducate this workforce at the worksite. This has been labeled "workplace literacy" or "workforce English."

BACKGROUND

In the spring of 1990, NVCC applied for a workplace literacy grant from the U.S. Department of Education. These grants were either for teaching basic English and math skills to native Americans who were illiterate or had very weak skills or for non-native speakers with limited English proficiency. The grant had to be a partnership between an educational facility and a company or business that had these types of employees. Because the project director is an English as a Second language (ESL) instructor and administrator at Northern Virginia Community College, Alexandria campus, an ESL workplace grant. BOAT/U.S. was selected as a business partner because over 10 percent of its employees were non-native speakers of

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[1]Hudson Institute, *Workforce 2000: Work and Workers for the 21st Century*, 1987, pp. 58-59.

English, and the company had indicated an interest in providing English training for its non-native employees.

Partners.

Northern Virginia Community College is the second largest multi-campus community college in the United States. There are five campuses of which Alexandria campus is the second largest with approximately 11,000 full-time students. The college has a history of providing English training for non-native speakers of English. It offers a wide variety of non-credit courses in grammar, reading, writing and listening at four different levels.

BOAT/U.S. is a national corporation with over 1,000 employees. Founded in 1966, BOAT/U.S. provides goods and services to the boating public. The organization's mission is to service the full range of boater's needs, including marine insurance; sell over 10,000 boating products through mail order or one of 16 retail stores; finance boats; and provide travel consultation. The national headquarters located in Alexandria, Virginia, has over 500 employees. Of this number, over 10 percent are non-native speakers of English in entry-level positions in the organization.

The English Challenge Program

Utilizing the the expertise of the project director in both teaching and administrative experience, a workplace literacy program for BOAT/U.S. was designed. It was a 60 week ESL program divided into five 12-week sessions. Each of the first four 12 week sessions had three classes: low intermediate, intermediate and advanced. During the fifth session, from September 8 to December 3, 1992, three electives were taught: business writing for non-native speakers of English, telephone skills, and basic English skills for native speakers. (The class for native speakers was a fringe benefit for the company and was not included in the original grant) Each of the classes met two hours twice a week from 12 noon to 2 p.m. The employees used their lunch hour twice a week and the company provided the employees with two hours a week company time

Each session, each class had 10-15 employees in it. Based on the placement results from the initial testing, the BOAT/U.S. training manager and the supervisors decided which employees would attend each session. The employees advanced to the next level based on the teachers' recommendation. (See figure 1)

SESSION/DATES	CLASS	CLASS	CLASS
Session 1 6/18/-9/10/91	Low Intermediate	Intermediate	Advanced
Session 2 9/17-12/17/91	High Intermediate	High-Inter II	Advanced
Session 3 1/7-3/26/92	High-Inter IIA	High-Inter IIB (new)	Advanced
Session 4 3/31-6/18/92	No Class	Advanced-Intermediate	Advanced (new)
Session 5 9/8-12/3/92	Business Writing for non-native speakers	Telephone Skills	Basic Writing for native speakers *

*not officially a part of the English Challenge Program

** The arrows indicate the progression of a group of students. They would generally be promoted as a group.

Figure 1. English Challenge Program: Dates and Classes

The English Challenge Program, the NVCC workplace project, was funded for $101,000 as one of 70 grants awarded by the U.S. Department of Education for workplace literacy for 1991-1992. On April 15, 1991, BOAT/U.S., the business partner, and Northern Virginia Community College, Alexandria campus, the educational partner, joined forces to train 57 non-native speakers of English at the worksite at the national headquarters of BOAT/U.S., 880 South Pickett Street in Alexandria.

The purpose of this grant was to develop an English program for a sector of the retail and service business community for workers with limited English proficiency. The English Challenge program was a multifaceted program for developing English language and interpersonal communication skills. The activities integrated the skills of reading, writing, speaking and listening while systematically applying language skills to office work. Cultural aspects of communication were also emphasized in relation to working in any multicultural environment. Based on the information and results obtained from this demonstration project,

the goal was for the college to develop ESL business courses to be held at the worksite or on campus and market the program to other small businesses in the Arlington-Alexandria area

The classes were designed to accommodate the learning abilities of all students so initially there were three classes: low-intermediate (a very basic class for employees who wrote very little and had acquired survival English.): high-intermediate (an intermediate class for employees who could read, write and speak English but still had many problems in all areas); and advanced (a class for employees who wrote and read well but usually had some problems with their pronunciation, It was a course to polish their English skills) The original advanced class could and did enter the college without having to take any ESL classes.

Employee Profile

There are approximately 60 non-native speakers at BOAT/U.S. There were 57 employees who took part in the program: 46 women and 11 men. These employees come from 23 different countries and speak 14 different languages. The majority of the employees, 25, are Asian; 13 are Hispanic; 4 are black and 15 are white (European or Middle Eastern).

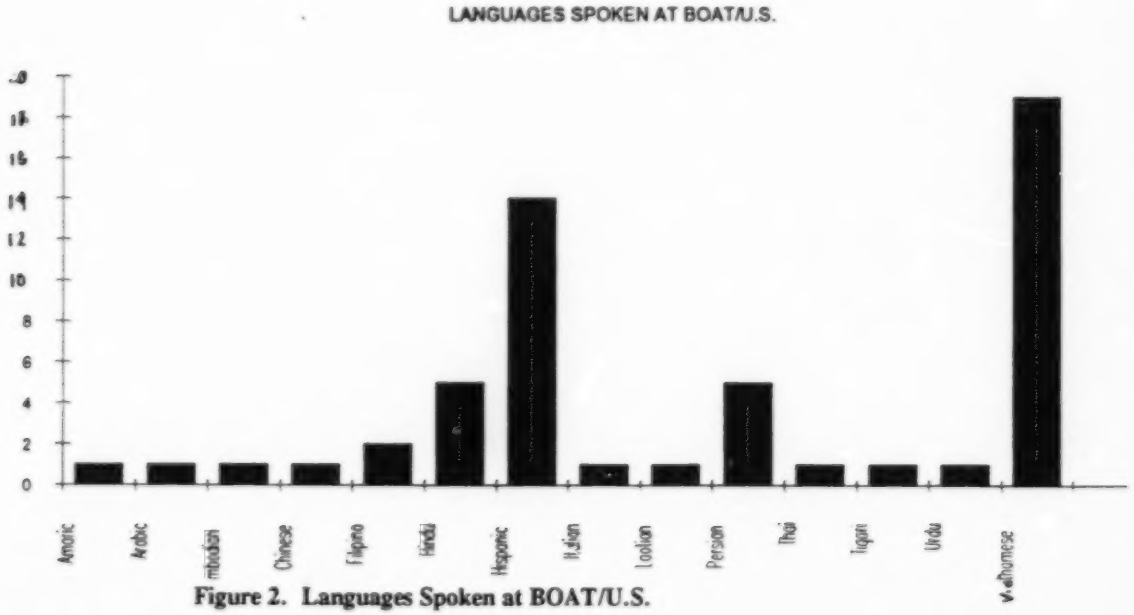

Figure 2. Languages Spoken at BOAT/U.S.

When the project started, most of the employees had been with the company for over one year. Only eleven percent had been with the company for less than one year, while forty-nine percent had been with the company for one to three years. Thirty percent had been with the company for three to five years and eleven percent had been with BOAT/U.S. for over five years. The average number of years that an employee had worked for BOAT/U.S. is three years. The average age of the employees participating in The English Challenge is 34 years. The employees range in age from 24 to 59 years old.

The employees included in the English Challenge at BOAT/U.S. are well educated. Eight percent attended graduate school either in the United States or in their own country; twenty-three percent are college graduates; twenty-three percent have some college; thirty-five percent are either high school graduates or have their GED. Only eleven percent do not have a high school diploma, but have one to three years of high school.

Testing

On May 14, 1991, 60 people were tested at BOAT/U.S. The Intermediate and the Advanced forms of the STEL (Structure Tests-English Language) by Newbury House were used to test the grammar. These two forms of the STEL were used because of their previous reliability and validity for testing non-native speakers of English. It should be noted, however, that there are no tests available at the present time to test English skills in a workplace setting. Since the field of workplace literacy is relatively new, people are developing their own tests for use in their programs. Therefore, the results of any traditional standardized grammar oriented exam will not portray an accurate analysis of an employee's ability. Probably in the next five years, a standardized test will be developed which will help to assess a person's language and cultural capabilities in the workplace..

The writing was tested by a written composition. The employees were requested to write about themselves: their past, their present, and their future. In addition, a pronunciation

test, developed and graded by the pronunciation teacher, was given. The testing took approximately two hours. Based on the results of these three tests, the students were placed in one of three levels: low-intermediate, high-intermediate, and advanced.

GOALS

The following goals were identified in the original grant. Each goal is listed (in bold) and followed by a description of what was actually accomplished.

1. A counselor will provide workshops for the employees to introduce the concepts of goal setting and self assessment as they relate to educational, career and life plans. Specific options for further education, training and career exploration will be discussed. Resources available to participants will be identified.

Ms. Sheila Craig was assigned to the workplace literacy project. She is a full-time counselor at the Alexandria campus. Each session she came to the worksite during classes and spoke to the employees. The college placement test was given each session so she would encourage them to sign up for classes and take advantage of the tuition assistance program at BOAT/U.S. She helped them to identify their educational and career goals. It was evident that she was successful as a counselor since many of the employees followed up by making appointments at the college with Sheila. (See Appendix 1, Counselor's Final Report)

2. In the final phase, the Project Director will be responsible for providing data to the advisory committee which will evaluate the success of the program, writing a final report to NVCC and BAC, and developing a model that can be replicated by other small businesses nationwide.

On December 8, 1992, the Evaluation Committee (Advisory committee) met at the Alexandria campus of Northern Virginia Community College. The Project Director and the Training Manager of BOAT/U.S. met with the committee and gave a summary report of the English Challenge Program. The final report and recommendations from the Evaluation Committee are in Appendix 2.

Barbara Jacobson, the project director, is also the ESL Coordinator for Community Education, the non-credit program. She has developed a Business ESL course for the spring

semester which incorporates many of the features of the English Challenge Program. The class meets three hours a week for 15 weeks. The students will work on reading, writing, speaking and listening in order to become a better employee. In addition, there will be discussions, role-playing, and problem-solving activities. Telephone skills as well as learning how to deal with interpersonal relations will also be stressed. Students will be encouraged to take charge of their lives. Furthermore, Community Education is actively marketing workplace literacy programs for businesses in the Arlington-Alexandria corridor including a cosmetology school and a tele- communications manufacturer.

Each of the five campuses have their own marketing area. The experience of the project director in workplace literacy is providing assistance to the other campuses. As requested, she will assist the other campuses with their development and marketing of workplace literacy programs. In January, she met with the Developer of Community Services Programs at the Annandale campus to outline the workplace literacy project and to assist their program with the development of additional workplace literacy projects.

3. The goal of the NVCC-BOAT/U.S. Workplace Literacy program is the communicative competence of the employee in speaking, listening, grammar, reading, and writing.

Mike Smith, the Training Manager from BOAT/U.S., states this accomplishment most succinctly in his final evaluation statement, "Supervisors and students report a noticeable improvement in both understanding oral communication and ability to effectively communicate orally by the students. . .There is a noticeable improvement in the confidence of these employees. Their morale appears higher. . .There appears to be an increase in loyalty to our company for providing these classes. . .a couple of students have been promoted as a result of their improved communication skills." (See Appendix 2A. Training Manager's Final Report).

3. All the non-native speakers will be tested to determine their listening, speaking reading and writing skills

See Testing, page 5.

4. The training will be divided into five sessions:

	TARGET	ACTUAL
SESSION 1	5/1/91 - 7/30/91	6/18/91 - 9/10/91
SESSION 2	8/1/91 - 10/20/91	9/17/91 - 12/17/92
SESSION 3	11/1/91 - 1/30/92	1/7/92 - 3/26/92
SESSION 4	2/1/92 - 4/30/92	3/31/92 - 6/18/92
SESSION 5	5/1/92 - 7/30/92	9/8/92 - 12/3/92

5. The workers will receive a certificate for the successful completion of their classes. An awards banquet will be held for these workers.

On December 4, 1992, a graduation ceremony and dinner was held at Northern Virginia Community College for those employees who had participated in The English Challenge Program. It was a wonderful conclusion to 60 weeks of workplace training. Both the previous and present provosts were there. Dr. Jean Netherton, who retired in July 1992, was the provost at the time the program began and had challenged all the students to work and learn English. Her presence gave continuity to the program. The new provost, Dr. Barbara Wyles gave a short commencement address. This time she challenged the students to continue their English program by enrolling in the college. In addition, a number of the supervisors from BOAT/U.S. came as well as members of the employees' families.

It was evident from observing the employees how successful the program had been. On June 18, 1992, they had sat in their seats with their eyes averted so they would not make eye contact. December 4 was a gregarious meeting of friends, proud of what they had accomplished. They were challenged by the provost to take their lives in their hands and return to college and continue their education. This was reinforced by the assistant training manager from BOAT/U.S. who stressed that tuition assistance was available and that they should apply for it. Two employees representing all of the others thanked the company for allowing them to take these classes, thanked the teachers for helping them succeed, and thanked the U.S. Government for providing the funds.

6. The objectives against which students will be measured are included in Appendix 3. At the end of each level they will be tested to determine if they have acquired the skills for that level in listening/speaking, reading and writing.

At the end of each session each teacher for each level prepared a final exam. See Appendix 4. Examples of Final Exams. Based on the results of these tests and the performances in class, the employees were advanced to the next level or retained for another session.

7. BOAT/U.S. will be responsible for providing:

- **a. the adult non-native English speaking workers**
- **b. the training facilities**
- **c. storage space for instructors**
- **d. release time for training (two hours per week/per workers)**
- **e. Xerox facilities**
- **f. assistance in development of training**
- **g. culminating activity - graduation/banquet**

a. Fifty-seven non-native English employees started the program; 53 graduated from the program. This is a 93 percent success rate.

b. The training facilities were excellent. There was one large training room which could comfortably seat 50. The other two were conference rooms that could hold up to 15. This was ideal since there was usually one class that was larger than the others.

c. In the large training room there was a long shelf where each teacher kept a large box with her supplies.

d. Each employee in the workplace literacy classes received two hours of release time each week. The students gave up their lunch hour two hours each week. Since many of the employees attended two or three 12-week sessions, it was equivalent to 110 students. Each student was in class for 48 hours a session. BOAT/U.S. gave the employees 2,640 hours of release time; the employees gave up their lunch hours for a total of 2,640 hours. This was approximately $28,000 based on the employees' salaries. The actual training value is $72,000 based on the rates charged by Community Education contract training.

8. Northern Virginia Community College, Alexandria campus, will provide in-kind contributions in the following areas:

- **a. administrative**
- **b. Xeroxing - for project director and secretarial reports**
- **c. counseling space and salaries**
- **d. audio-visual services - duplication of tapes**

e. learning lab - materials, space and salary
f. furniture - desks for project director and secretary; file cabinets
g. office space

a. Dr. Nancy McNamara, Director, Continuing Education, provided the administrative support at the college level. Dr. McNamara was extremely supportive during the entire 18-months. Without her leadership and guidance, the project would not have been as successful. She allowed the project director the freedom to test innovative training techniques and be flexible.

b. Xeroxing was provided by the audio visual department for all of the major reports that were done for the grant.

c. Dr. Fred Hecklinger, the coordinator of counseling services, assigned Sheila Craig, counselor, to the project. Sheila came to the worksite at least five times, once each semester. She met with all of the classes and provided them with guidance and advice. Many of them made appointments to visit her at the campus. (See Appendix 1)

d. Audio Visual Services. In the original grant, Audio Visual Services, headed by Dr. David Williams, was only to duplicate tapes for the program. However, their services far exceeded the usual response from a college department. Kevin McCoy and Leon Brandon, A/V technicians, provided the workplace literacy grant office with their expertise. Mr. McCoy, was the video expert.. He came to BOAT/U.S. on numerous occasions to video the graduation ceremonies at the end of each session, the teacher training tapes, and the opening and closing ceremonies. However, his biggest accomplishment was the recording of the info-commercial that the students in Telephone Skills class wrote and acted in. It was directed and produced by their teacher, Sharon Donohue. The commercial takes the viewers through the various departments at BOAT/U.S. where the students acted out various positions in membership, travel, insurance and in the store. The commercial ended in the Boat store where they sang, "Don't be sad, be happy, join BOAT/U.S." Leon Brandon was the still photographer. He attended all of the events that took place at BOAT/U.S. so there is a pictorial view of the progress of the English Challenge. Jana Dattilo, the office services

specialist in audio visual, was responsible for the cheerful and prompt duplicating of audiocassette tapes used in the language lab at BOAT/U.S. Audio Visual Services played an integral role in recording the progress of the English Challenge program.

e. The Learning Lab under the direction of Dr. David Williams provided services to the BOAT/U.S. employees who came to the college on weekends and Saturday.

FINAL REPORT - PURPOSE

The English Challenge Program ended on December 4, 1992, after 18 months of classes. The purpose of this paper is to evaluate the effectiveness of this program by analyzing the results of the exit interviews and the monthly progress reports of 11 employees at BOAT/U.S., who took part in the program. These employees were chosen because they are representative of the 57 employees who took classes during the 18 months.

Exit Interview

There were 57 people that participated in the English Challenge Program. To do the exit interviews 20 percent or 11 employees were selected. To make this group representative of the total group, the number of interviewees was elected based on 20 percent of each race. See Figure 3. The exit interviews were done and videotaped November 17, 1992.

RACE	ACTUAL NUMBER OF EMPLOYEES IN THE PROGRAM	PERCENT OF TOTAL	NUMBER OF EXIT INTERVIEWS
Asian	25	44	5
Hispanic	13	23	3
White (Europe, ME)	15	26	3
Black	4	7	1

Figure 3. Exit Interviews: Selection based on 20 Percent of Each Race

A summative analysis of the interviews is in Figure 4. This summation is an effort to tabulate and condense what the employees said about the program, their jobs, and their feelings. The videotapes are much more revealing than the table. The following is an effort to

NAME	COUNTRY LANGUAGE	LENGTH OF TIME BUS	DEPARTMENT JOB	CLASSES	ABS	IMPORTANCE OF GOOD ENG	HOW CLASSES HELPED	IMPORTANT THINGS LEARNED	RECOMMEND PROGRAM	APPEARANCE	COLLEGE	KNOWLEDGE BUS TRAINING	INITIAL TEST
Tebita Negazzi female	Ethiopia Amaric	7 years	Marine Insurance data entry specialist	Hi Inter II Advanced Bus Writing	8	to understand what to in data entry; understand sup	learned to get to the point	get to the point	Yes	relaxed, confident, smiling	can't, no money, a single parent; great to have classes at BUS	No	A-39
Rosario Bustillo female	Bolivia/Spanish	3 years	Maintenance clean offices & bathrooms	Low--Inter Hi-Inter I Hi-Inter IIA Adv-Int Bus Writing	3	to understand sup; speak with employees	in beginning, didn't understand anything; supervisor had to show her - now no problem	grammar & pronunciation	Yes	smiling, expressive, self confident, very excited about what she has done	passed EPT and will go to college; wants to be dental technician	No	I-21
Amparo Cuero female	Colombia Spanish	5 years	Policy Management Account assistant	HI-II Advance Bus Writing	5	to pronounce well; to write letters; to organize	discovered that I didn't understand what people were saying	writing and speaking	Yes, of course, the first thing I would tell them	smiling relaxed, confident. "I'm so proud to be in the classes."	Enrolled in the classes	No	I-41
Dora Peven female	Ecuador Spanish	3 1/2 years	Membership	Advanced Bus Writing	4	to speak to members; speak with members every day	understands people better; understood better	vocabulary	very strongly recommend	smiling, enunciated very well, confident, tried to use her vocabulary	yes, will go	thinks employees have to pay for course	A-29
Theresa Pham female	Vietnam Vietnamese	6 yrs as of 11/20/92	Data Processing computer operator; given more job responsibility; no additional pay	Advanced Bus Writing	0	to write instructions for night & weekend employees; speak on telephone to explain instructions	feels more confident; relearned many things she hkd learned in school	Everything; the best is Bus Writing (it's the best)	very strongly recommend	improved pronunciation; self confident; smiling	yes, would like to go but family and too much work; has an AA degree in accounting	Yes, took a telephone course at BUS	A-26
Parveen Husain female	India Hindi/Urdu	8 years	Marine Insurance Data Entry	Bus Writing	0	to read insurance applications; write memos	review of grammar rules has been most helpful	grammar rules; helped me understand where I stand; showed me my weaknesses and helped me to improve	yes	speaks English very well, very confident of her abilities	no plans, has a BS in biology	yes, has taken some	A-41
Loc Nguyen male	Vietnam Vietnamese	3 years	ICOP deals with insurance payments	Hi Inter Advanced Bus Writing	3	to speak with American customers; pronunciation	more confident; Americans understand him better	pronunciation, grammar and use of prepositions	yes, yes, yes	well dressed, confident, proud	has BS accounting; would like to return if had the time	If available	A-19
Kim Le female	Vietnam Vietnamese	4 years	Marine Insurance Administration typing	Hi-Inter Advanced Bus Writing	2	to correct writing and spelling of adjusters	understands what she types and can correct letters	speaking and spelling and grammar rules	yes, they are good and convenient	attractive, comfortable with spoken English	If I have the time, have family; must be convenient to work; like these ESL classes	No	A-20
Kassaneah Gessese female	Ethiopia Amaric	3 years	Marine Insurance Policy Issue mail endorsements	Low-inter Hi-Inter I Hi-Inter IIB Telephone Skills	5	to write well; to proofread	helped with writing and spelling	writing	yes, definitely yes; friendly teachers	well-dressed, articulate, confident, outgoing	yes, would like to be a counselor; to help those like me who have had so many problems adjusting to US	no	I-32
Malee Mankul female	Thailand Thai	3 years +	ICOP responsible for incoming customer payments	Hi-Inter II Hi-Inter IIB Telephone Skills	2	to communicate with other departments and co-workers	improved my communication skills	can communicate much better	yes!	well dress, nervous, knew her English	would like to go to college if convenient, ESL classes at BUS were convenient	no	I-25
Hai Tu Nguyen female	Vietnam Vietnamese	3 years	Marine Insurance Policy Issue	Telephone Skills	0	to write notes and speak to supervisor	can answer phones more comfortably and take messages	speaking more fluently	sure, it's really nice	well-dressed, eager to tell about experience, enthusiastic	will return to college after cosmetology school (night)	available	I-28

Notes: BUS - BOAT/U.S.; EPT - English Placement Test; ABS - absences out of all classroom hours

Figure 4. Summary of Exit Conferences - November 17, 1992

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describe the results of the exit interviews. This along with the table in Figure 4 will give one dimension of the program.

Eleven employees were interviewed. They had been with the company from 3 to 8 years. The average was 4.5 years. Five of these employees worked for Marine Insurance, which is the largest section of BOAT/U.S. Two worked for ICOP, Incoming Correspondence Order Processing department, where all the money is processed. The others came from Maintenance, Policy Management, Membership and Data Processing. All of the major divisions within the company were represented.

The number of classes that the employees took was also representative of the entire group of employees. Two employees took 1 class; two employees took 2 classes; five employees took 3 classes; one employee took 4 classes; and one employee took 5 classes. This was an average of 2.7 classes per employee or a total of 129.6 classroom hours per employee. [Each class was 48 hours].

The exit interviews provided two important factors in the evaluation process: improvement in self esteem and oral communications.

The self esteem factor was very evident. The project director met these employees for the first time on May 15, 1991, when these employees were initially tested. The exit interviews took place 18 months later. Their progress has been followed through their writings and progress reports, but more importantly the project director had met and talked to all of them throughout these 18 months. Without exceptions, when the program started, the employees were quiet, speaking only when spoken to, unless they were speaking to one of their peers in their native language. They never looked any one straight in the face. When they met some one in the hall, they would look down at the ground. Their voices were soft, barely whispers.

Cooley (1902) maintains that our self-image is constructed largely from the way we think we see ourselves reflected back from the minds of others. Lovell (1980) stated that "the image the individual has of himself affects his approach to, and level of performance in,

attempting to deal with many aspects of life." This is often referred to as self-concept. Prior to the English Challenge program at BOAT/U.S., the majority of non-native speakers viewed themselves through the eyes of their supervisors and native American co-workers. Their self image was extremely low. They did their work but saw little hope for advancement because their English skills were inadequate. They tended to seek out employees from their same country or who spoke the same language. When they met a native speaker of English in the halls, they would lower their heads and walk quickly by. Frequently, they would excuse themselves even though they had done nothing wrong. If there is a "glass ceiling" for women in the business place, there is a "cement ceiling" for the non-native speakers in the office workplace.

Prior to the commencement of classes on June 18, 1992, I did a needs assessment with the Department Heads. This was done before I tested the employees. The Department Heads stated that generally the English of the non-native speakers was very bad; they could not speak adequately, they definitely could not write, and they had trouble understanding directions. The one positive remark was that the non-native speakers were very loyal and hard working. Many of them would work long hours to complete their tasks. A few of the supervisors were a little hostile towards the employees stating that they spoke and laughed too hard, would not associate with the native Americans and only spoke their language in the workplace.

Eighteen months later, eleven employees were interviewed and videotaped. They were asked the following questions:

1. What is your name?
2. What department do you work for and how long have you worked for BOAT/U.S?
3. What do you do on your job?
4. Is it important for you to know good English, why?
5. What class(es) did you take at BOAT/U.S.?
6. Have the class(es) helped you on your job?
7. Has your writing improved? How?
8. Has your vocabulary and speaking improved? How?
9. What did you learn about working in an office with native-speakers of English?
10. What was the most important thing you learned in the classes?
11. What did you want to learn, but did not?

12. Would you like to take additional courses in English or other subjects at BOAT/U.S? Which one(s)?
13. Have these classes encouraged you to go to college or to go back to college?
14. Would you recommend these ESL Classes to your friends?

Figure 5. Exit Interview Questions

One of the questions was, "Would you recommend this course to a new employee from your country?" The answers were unanimous,"Yes...of course" "Yes!...very strongly recommend." "It would be the first thing I told them."

Their physical appearance also changed. They stood a little taller. They looked you in the eye. They spoke without any hesitation in their voices. The women dressed better. In the beginning, some of the supervisors had stated that the employees wore inappropriate clothes to work. e.g. party clothes, etc. Today they were well dressed in clothes suitable for work. There was no unnecessary giggling or lowering of the faces when they were spoken to. The modulation of the voices was pleasant.

One employee from Ethiopia who had started in the low-intermediate class in Session 1 had changed the most. Before, her clothes seemed to be pulled from everywhere. There was no effort to coordinate what she wore. The tone of her voice was harsh and always argumentative. The transformation is remarkable. At the interview she wore a beautiful purple skirt and sweater. Her voice was well modulated. She smiled the most incredible smile when she spoke. She told how the program has helped her and what she needs to improve (her writing). She is planning on going to college in the fall. Later at the graduation ceremony she told me that she wanted to go into counseling because she felt that she could help others because she had come through a difficult part of her life. She said she would recommend the program because of the friendly teachers who have helped her. She was so excited because she was going back to her country in December for the first time in 10 years. I remember one comment she made to me about half way through the program. She was on her way to class and she looked exceptionally pretty. I asked her how things were going. She replied, "I finally realized that it's not what you say, but what you don't say." She beamed when she said that. Prior to the workplace literacy classes, she had had frequent problems on her job because

she said what she thought loudly. Now things are beginning to change. At the graduation ceremony I met her supervisor, a middle-age black woman, probably with a high school education. The supervisor had resented the non-native employee getting off time from work to go to classes. She also did not like the employee's attitude. However, when I talked to supervisor on December 4, she was smiling. She was so proud of her employee. The workplace environment is much more pleasant for both of these women because of what the employee had learned in the English Challenge program.

Based on the interviews, evaluating the oral communications was easier. The majority of the employees spoke much clearer and were much easier to understand. Generally, the Asians have the most difficulty speaking and being understood. Four Vietnamese and one Thai were interviewed. Usually when the women speak, their voices are very soft and difficult to understand because of the tonal qualities that carry over from their languages. At the interview, they all spoke louder and much clearer. One Vietnamese woman spoke slowly and deliberately. It was clear that she was making a concerted effort to be understood. As a result, on her job she has been given increased responsibilities. She works in data processing. Now, in addition to her regular work, she is the scheduler for the night and weekend shifts. She has to be able to speak with these shifts on the telephone and be understood. When asked if this was a job promotion, she replied , "No, but I hope soon."

The Spanish-employees also spoke much clearer and with less rhythm in their speech. Overall, there was a noticeable improvement in voice clarity and enunciation. The majority of these employees could benefit from more work in accent reduction. However, because of the length of time in the workforce English classes and the material to be covered, sufficient time was not available for this. These employees have been informed that the Community Education Department of NVCC does offer an excellent course in accent reduction. It is taught by an instructor who taught during the first session of the English Challenge Program.

It is quite evident based on the exit interviews that the employees feel that they have improved their English both in oral and written communications. There is nothing like a

EC 107 9/92

THE ENGLISH CHALLENGE
NVCC - BOAT/U.S. PARTNERSHIP

PROGRESS REPORT (1, 2 , 3)

DATES COVERED: _____ SESSION:_____ DUE DATE: _____

NAME_____ INSTRUCTOR: _____

COURSE: _____

NUMBER OF ABSENCES:_____

LITERACY TASK (s): _____

GOALS	Did Well	Some Problems	More Practice
1.			
2.			
3.			
4.			

OVERALL EVALUATION

____ **EXCELLENT:** The student has accomplished all the tasks extremely well.

____ **GOOD:** The student has accomplished all the tasks. Still needs more work.

____ **WEAK:** The student needs more practice in this area.

ATTACH EXAMPLE OF STUDENT'S WORK

Figure 6. Progress Report

visual picture to document the results of a program. In retrospect it would have been valuable to have videotaped these same employees at the beginning of the program so there would be a visual comparison of before and after.

Progress Reports

The program can also be evaluated by analyzing the progress reports of these 11 employees. Each month the instructors would evaluate the progress of the employees in their classes. This progress report, figure 6, stated the literacy task(s) for the month. In addition, there was a place for the instructor to list the goals and check the employee's progress: did well, some problems, more practice. In addition, the instructors would attach a sample of the student's work from that period. These files were kept in the project office; therefore, I had access to them. To evaluate the writing progress of these 11 employees, I took the initial writing test sample, a sample from the middle of the program and one from the end. Figure 7 has three samples of writing from each participant except where the employee had attended one or two classes.

WRITING SAMPLES

Employee #1. female, Ethiopia. Has been with BOAT/U.S. for 7 years. Data entry specialist for Marine Insurance. Took three classes: High-Intermediate II, Advanced, and Business Writing. Initial placement score was 39/50 on advanced test. College Placement test (12/3/92 89/100 (Level 5/5)

Initial writing Sample: (5/15/91)

I am originally from Asmara, Eritrea, Ethiopia, I was born and raised in Asmara, Eritrea My family raised me and now, unfortunately they are dead. I have one brother and three sisters, two of us are here and three of them are in Asmara, Eritrea. I have 15 niees and nefewes, I have a wonderful son, he is 15 years old. he used to speak 2 language now he forgets the 2 language which are Tigrigna an Arabic. now he speaks only English but he listens to Tigrigna but he cannot speak it. We came in 1980 from Ethiopia and now I am working for boat us. The reason I left the country is because of the war. I came to work for boat us in January 27 1986, I am a data entry specialist. I enjoy my job. I was going to work in D. C. as a word processor but I prefer to work in Virginia

Sample #2, January 1992, Advanced Class.

As we all know so many things are changing, life is not as it used to be, everything is changing so rapidly. In the year 2000 things will be completely different because technology is moving rapidly so we have to learn new things accordingly. When the going gets tough the tough get going. I hope I will have a chance to see the change and enjoy it.

Sample #3, September 1992, Business Writing for Non-native speakers

Dear Sara,

How are you doing? I am writing you this note because, I know you are looking for a job.

There is an ad in today's newspaper, you might be interested in.

It is about a full time (Monday-Friday) clerical position; training will be provided, though they prefer you have typing. (There are good benefits.) If you are interested call 823-9550.

Let me know the results, I wish you good luck. Give me a call if you have time.

Tcbly

Employee # 2. female, Bolivia. Has been with BOAT/U.S for 3 years. Maintenance. Took 5 classes: Low Intermediate, Hi-Intermediate I, Hi Intermediate II A, Advanced Intermediate and Business Writing. Initial placement score was 21/50 on Intermediate College Placement Text (12/3/92) 52/100, (Level 2/5)

Initial writing Sample: (5/15/91)

I am Edith my work it is to clean all the building. I have to clean bathrooms wood room glass doors many things I'm working for 1 year and 6 month ago I like this work because sometimes it's hard and sometimes is not too hard. The first time when I came I usually lost in this building, now I can't lost I know every where, I know too the people who work for along time ago and who came to work to the first time. Some peoples are very nice say, Hello How are you doing? Nice to see you, but some peoples are very impolite just show her face like angry. I don't like that, but I understand.

Sample # 2, January 1992, Hi-Intermediate IIA

Last week I was at home. My car wasn't fixed. He was very busy. I was caring for my brother's sons. I cooked spaggetty with potatoes. My Mother said that it was delicious. Sunday afternoon my friend called me He invited me to the Theater. But I couldn't go, because I was too busy. On Sunday, I watched T.V. until 10:00 pm, then I went to sleep.

Sample # 3, September 1992, Business Writing

I'm so happy to communicate to you about a clerical job. I found that the company Boat/U.S. needs clerical help without experience. I know that this company has good benefits and pays a good salary. They need a full time clerk.

If you are interested, call this number (703) 823 9550. They will give you the whole information. Good Luck.
Edith

Employee # 3. female, Colombia. Has been with BOAT/U.S for 5 years. Policy Management Took 3 classes: Hi-Intermediate II, Advanced, and Business Writing. Initial placement score was 21/50 on Intermediate. Taking classes in the college, (Level 4/5).

Initial writing Sample: May 15, 1992

My name is Amparo, and I would like to talk about my job. Well, I am an account assistant, what I do is works on Insurance Section. Usually I input payments that members send each day, then I change temporary members number for a permanent ones. Finally I works on Policies wich need a lot of concentration because I have to review carefully if the member gave us all the information we request in order to process his policy; and if he attached any additional paper as a application, survey, supplemental application, photos, etc. If he is missing any information, I should follow up on it. After all this is done I send these policy to Policy issue wich is the next step.

Doing all this I really enjoy, because is not boring and ones in a while member send little notes that you just can't stop laugh Also my co-workers are wonderful. You should meet them!

Sample # 2, March 1992, Advanced

When I think about the future, many ideas came to my mind. My pulse started to acelerate, my hands got cold and my body started shaking; suddenly I reject the idea and my body return to normal. Why? Maybe, because I get scared. If the present scare me so much why not be scare of something I don't know? But something I know for sure is that I'm getting ready or I'm almost prepared for the 90s, and when that's happen it will be easier for me the idea of the 2,000.

Sample # 3, November 1992, Business Writing.

As soon as I started taking this particular class, I could tell that my blanks will be fill; my blanks on letters that I type many time without knowing that part of them were no good, because time has change and Amparo didn't have much idea of it. I learn how to write a memo, when to use a comma, a lot of vocabulary, and many grammar that involves writing skills.

I wish we had more time or more classes.

Thank you Margaret!
Amparo

Employee # 4. female, Ecuador. Has been with BOAT/U.S for 3 1/2 years. Membership Took 2 classes: Advanced and Business Writing. Initial placement score was 29/50 on Advanced. College Placement exam (12/3/92) 79/100 - (Level 4/5)

Initial Writing Sample: May 15, 1991.

My name is Dora. I am from Ecuador-South America. I came to this beautiful country approximately 8 years ago. I married here and I have 2 children the oldest one is 7 years old, she is finishing lst grade and my second kid is 5 l/2 years old he is going to finish kindergarden.

In my country I was a literary teacher. I loved my job so deeply I had to teach to adults how to write and how to read but I have the opportunity to come here and here I am. But the point is that I'm feel happy, of course sometimes I miss my country. At begining was hard I missed my family, customes but suddenly with the past of the years this homesick is gone and now I consider United States as my country because this is the country of the opportunities and the one that I have to thank everything that I have and that I am.

I have to mention that this is my first job in States and hopefully in the future in this company and with the job that I am doing, I work in the Membership Department as a Address Change Specialist I like my job and I am trying to do the best that I can.

Sample Writing # 2, November 1992, Business Writing

Mr. William Frank
Personnel Director
ABC Design Inc.
291 Front St.
San Francisco CA, 94128

Dear Mr. Frank:

Searching for an employee with qualifications that fit management or a position of responsibility. The job you described in the Western Placement Annual 1987 is suited to my qualifications.

My graduation from California State University, Hayward Business Department has proved me with skills along with my previous employment in government. Knowing your company deals with a variety of products, I feel that my scope of knowledge of consumer can widen your target market areas.

Enclosed is my resume. I would appreciate an interview at your convenience, my home phone number is (415) 385-0049 you can reach me after 2:00 p.m. Thank you for your time and attention.

Dora

Sample # 3, December 1992, Business Writing.

I took 2 classes at BOAT/U.S., the Advanced class and Business Writing, so far I have learned a lot. This class help me in my writing, speaking and vocabulary. I have noticed that in every one of them I have improved. Every class has been very interesting. I feel more confident now thanks to this classes. And I have been noticed when I am talking I do it, without much hesitation, and I express my ideas easily.

Business Writing, help me notoriously in my job. I have more ideas when I need to type a letter or even to write and a piece of paper basic English.

Grammar, my weaker area has grown as well my vocabulary. Thanks to this classes, I feel happier because I know that I learned many important, and interesting things.

Employee # 5. female, Vietnam. Has been with BOAT/U.S for 6 years. Data Processing Took 2 classes: Advanced and Business Writing. Initial placement score was 26/50 on Advanced. Unable to take the college placement exam due to work conflict.

Initial Writing Sample: May 15, 1991.

I have been married for almost 10 years. My husband works 2 jobs, so he is not home very often. My daughter is 9 years old. She is a third grader. My 7 years old son is in 1st grade. They are doing well in everything but my son has some problem with reading. He still can not remember the 24 alphabets. I'm worry about this! I hope I can come back to my country some day. That is a poor country but that is my home land. Only I can not live with the communist.

I take my children to Karate class. They are yellow belt student now. My daughter also learns piano. She plays very well now. But everyday, I have to make her go to practice piano. She is just so busy playing or reading. She loves books just as I do.

My husband works very hard. We both hope to build our dream house soon. And after that, we will work less -- spending more time with our children.

Sample # 2, September 1991, Advanced.

Even living in U.S.A. for more than 10 years. I am still having difficulty in Speaking and listening not to English.

For example, when I answer the phone for one of my co-workers, some times I had to ask the caller to spell his name. There are so many different names in English. They might pronounce the same but to spell in different ways. Luckily, people usually don't mind to spell their name for me.

I also do not feel comfortable when being in a group of more than 3. It seems to me they are using another level of English; They talk faster. Using more contractions or "slang." I just become "clam up" standing there do not want to ask "dumb" questions.

Another problem about using my native language or using English with my Vietnamese co-workers is when I talk to American. I think they would understand I am foreigner English is just my second language. If I cannot express it right, they can correct it for me. If I make a mistake, oh well I am still learning . . .

But with my Vietnamese friends, to be polite with other people, we have to speak English. But we used to hear us speaking Vietnamese. It feels "fully" when we try to use a different language, It is also difficult because we do not know how to "help" each other, when one is having trouble finding the right vocabulary.

America is a "melting pot" country, A lot of people come from different countries. It is help to know that I am not the only one using a foreign language. I have a hard time trying to learn to speak , to write in English. But I also have a lot of support comming from my employees, my co-workers, my friends. I am thankful for the help they give me. It is very helpful for me when I can speak more than one language , especially, when I am not living in my home land.

Sample # 3, November 1992, Business Writing.

Contacting the vendors: ordering hardwares

Then the supervisor and the head operator who make sure the computer operators are doing their work and also provide training to the operators when necessary. My job in this department is a scheduler operator. I would schedule nightly, weekly, monthly, quarterly and yearly as well as special requests. When one of the operators somehow could not show up for work, I can fill in for him/her too.

An important group is the operators, who keep the computer systems up and running 24 hrs a day and 6 1/2 days a week. They are the one who run the programmer programs, who use the hardwares softwares supplies that the manager's order and who actualy give the users the reports they needed.

In the future, DP department will completely changes to a new system. This unix system will allow us to be more efficient but use less manpower.

I have learn many, many things since I work for Boat/US DP [Data Processing]. I have know many persons and like them to like a family. Things will change, someone will leave, someone will stay. For me, now or later, I will remember this department with a special favorite memory.

Employee #6, female, India. Has been with BOAT/U.S for 8 years. Marine Insurance. Took 1 class: Business Writing. Initial placement score was 41/50 on Advanced. College Placement Test (12/2/92) 90/100 - Level 4.

Initial Writing Sample: May 15, 1991.

I am Parveen. I am Indian. I was born in a small town, name Burhanpur. A beautiful town of India, full of life, love & affection. My grand mother took care of me until I was 10 year old, then I went to my parents. I

graduated from school in 1968. I went to NCC Post Graduate college for my bachelor degree, We call it B.Sc. Bachelor of Science in Biology. After that I went for B.Ed Bachelor of Education, to another city name Bhopal. I got this B.Ed degree at Regional College of Education in 1972. I got job as science teacher for high school students teaching them Biology and Chemistry, in July 1972. I was a teacher for 4 years. In 1976 I went Iran to visit my brother I fortunately got good job as translator, English to Persian I accepted the job & I enjoyed it. In the mean time my parent arranged my marriage with a decent boy Altaf Husain. I resigned my job and got married in India & came here. My husband was here so I had to come.

I hope you enjoyed my story of life.

Thanks

Parveen

Sample # 2, November 1992, Business Writing.

Dear Margaret,

This English class was blessing for us. Thanks to Federal Grant & NOVA & specially to you. You had put up with us a lot. Margaret you were a great help. We learn how to write memos, business letters, inter communications. We learn grammar. In grammar we learn verb, adjectives & nouns, & how to use them in simple & complete sentences. We learn about complex sentences & conjunctions. We learn how to use propositions, apostrophes, commas, and adverbs. Learning about punctuations, capitalizations, mechanics & pronouncing the words in the right way was a great help. This class was great to let us know where we really stand in our english. We never thought how weak we are in writing business letters. We wish we can continue learning more about business letters. Any way Thanks to you.

Employee #7, male, Vietnam. Has been with BOAT/U.S for 3 years. ICOP. Took 3 classes: Hi-Intermediate, Advanced and Business Writing. Initial placement score was 19/50 on Advanced. College Placement Test (12/3/92) 72/100 Level 3.

Initial Writing Sample: May 15, 1991.

I came from Vietnam married and have two children, a boy who is 15 years old, a girl is 6 years old..

I lived in USA for over 2 years ago with my wife and two children, we live in Springfield, I and my wife are working now, I work day time and my wife works night time, one of us stays home to take care of children.

I escaped by boat from Vietnam in 1980, after 5 days on the ocean, then Norwegian ship picked us up and sent us to refugee camp in Asian country, I have lived there one year after that I come to Norway, Where we lived these 8 years before we came to USA.

I learned english from Vietnam and Norway, but that didn't help much until I came to USA then I learned and speak a lot english, anyway I need to learn more english I think I like here then I have to speak and understand english. That's very helpful for communication in this country.

Sample # 2, December1991, Advanced.

Evaluation is very important for the employees, many people work very hard, and they wants their boss will approve it.

At least one time a year, depend on when the employees began, they need evaluation their job, and recommend from their boss because the employees want to know how good or bad they are. At the same time they want to get their salary raise. The time between employees and the boss will discuss about the working how the employee will do a better job.

Evaluation is the way which make employees feel better after a year they have worked and they know that the company concern of the employees.

Sample # 3, November 1992, Business Writing

ICOP is the department where all incoming payments/refunds are taken care of.

This department processes many different payments esp. insurance, membership, equipment etc.

First we receive the mail payments which we need to open to get the checks and process them.

After we enter all payments in the computer, we make a complete printout. Then in order to balance out the tape we add up the amount from the check plus the amount from the printout. If the total amount from the checks and the print out are the same, we encode the checks and we need to balance out the total encoded amount, the tape and print out one more time.

Some reason the members want to get credit refunds, we process them too.

Many payments don't have complete information so we need to check whether they are okay to process or not.

If a department is looking for the payment they can call ICOP, we will check them up on the computer and tell them if we have received it or not.

After everything has been completed we deposit the money in the bank.

Employee #8, female, Vietnam. Has been with BOAT/U.S for 4 years. Marine Insurance Took 3 classes: Hi-Intermediate, Advanced and Business Writing. Initial placement score was 19/50 on Advanced. College Placement Test (12/3/92) 72/100 Level 3.

Initial Writing Sample: May 15, 1991.

I am Kim have been in this country for a years. I left my country in January 1991, at that time I was so little girl. I and my dad escaped my country my boat with my relatives who are now living around the countries in the world. I had a lot of problems and troubles to leave my small country. My country is a poorest country in the world, plus communist is take over after the last war in April 30, 1975. People have no future and hungry for food. The country I was born is call Vietnam. I still have a big family in Vietnam, they are now in city, my father supports as often as he could because my country the consumer is very high and they pay their very low. That why people are try to leave as soon as possible. Back to past, I had a happy family and I never have any problems at all.

Now I am in the United States to start my future. When I first came here I came to Lee High School in Arlington, Va to start my English as Second Language to study alphabet order. In January 1986 I quited school because I want to go to work to support myself for living.

My got my job at BOAT/U.S. in October 24, 1988 at typist. I also learn more English from friends at work and my co-workers. I am really proud of myself sometimes that I speak 2 languages, I also happy where I am now and future makes me happy ever.

Sample # 2, December 1991, Advanced.

Flextime Boat/U.S. Company offers flextime for the employees. For example, from 7:30 a.m. to 4:30 p.m., 8:00 a.m. to 5:00, 8:30 a.m. to 5:30 p.m., and 9:00 a.m. to 6:00 p.m. Some employees choose the hours they work, so they don't have to beat the traffic on the rush hour in the morning. Others have family or night classes, and etc. . .Even though some employees don't have the same hours, but employees try to work together to get the work done and mail out on time. In my opinion flextime is very important and convenience for employees. It is very helpful and successful for members at BOAT/U.S.

Sample # 3, November 1992, Business Writing.

Dear friend:

When I read the Sunday Newspaper I saw an ad for a job that you might be interested in.

U.S.A.A. Insurance Co. Word Processing needed from Mon. - Fri. You have to have 6 months experience on Word Processing, accurate typing (50-55 words per minute), know how to type dictation, and if necessary need also to type post cards on typewriter etc. It needs good communication and grammar skills. If you are interested, call (703) 823 - 9550.

Hey! What do you think about this position? It guess it is great for you to start with. Good luck.

Your friend,
Kim Le

Employee #9, female, Ethiopia. Has been with BOAT/U.S for 3 years. Marine Insurance Took 4 classes: Hi-Intermediate, Hi-Intermediate II, Hi-Intermediate IIB and Telephone Skills. Initial placement score was 32/50 on Intermediate. College Placement Test (12/3/92) 83/100 Level 3.

Initial Writing Sample: May 15, 1991.

My Name is Kassanesh from Ethiopia . I been in the country about 8 years I do not have any family in U/S but I have one daughter she is 8 years old. She is in 3rd grade. Her names is Helen I work in Policy Issue for 1 1/2 years I do not have any problems in my work or that I do. But I have writing problem which I need to improve.

Sample Writing # 2, December 1991, Hi-Intermediate I

Boat/US is located at 880 S Pickett St. Alexandria, Va 22205.
I have been working for 3 yrs know. Boat/US is a big company. it has 800 employees. It is okay to work in Boat/U.S. All so Boat/US insurance is very good. And we have good benefits.

Sample Writing # 3, February 1992, Hi-Intermediate IIB

When I came to the United States that surprised me the most thing was now the people talk so fast. When I went to the social services to talk to my social worker, I only knew how to talk British English. I wanted to say Y.M.C.A., but she didn't understand me. She thought I was speaking Spanish. She asked me " do you speak Spanish?" I said, "No."

Another thing was how the people would walk fast and eat at the same time. When ever I went out, I saw so many people doing the same thing. That was a big surprise to me because in my country we don't do that at all.

Employee #10, female, Thailand. Has been with BOAT/U.S. for

Initial Writing Sample, May 15, 1991.

My name is Malee. I have been finished high school since 1970 at my home town Kanchanaburi and then my brother brought me to Bangkock. It capital city of Thailand. I have been Business school for 3 years after I graduated from that school. I have been working with small Japanese companies for 14 years. My first step to work with the company I worked at accounting and then I have been promoted, my last duty was export manager. Until I was living from my country to U.S.A. with my parents. I have 1 brother and three sisters. I am the secound one.

I have been in U.S.A. for 5 years and I have been working in Boat US for almost 2 years. I like my job very much. I am working at the ICOP department. My job is put cash check charged in the terminal. We busy all day. I have to contact with another department. My problem is language, pronunciation. I would like to studies english more. Would be nice to give me more comfortable to work with the right position or American people and I can work higher position.

Sample # 2, October 1991, Hi-Intermediate II.

I would like to tell you about Williamsberg I went there since last year. Its such a small town, but it has many interesting things, make I know about how the people lived in history. All of the buildings in the town, I can walk through or take a horse-carriage, but for me, I took a walk all 1 day from one building to another which make me tired. but I got very big great things in my life because I have never know about how people lived in American history - from the earliest. All the people working there, dress up like the people live history, that brought you back to over 100 years. They have everything in this town. There's the 173 acre Historic area of colonial Williamsberg. They have a school, hospital, white house, court, mills, and farm etc. every thing they can make by themselves for example clothes shoes, medicine, its a very quianted town but it make me think all those people were very smart and can control every things in order that one I like it.

Sample # 3, February 1992, Hi- Intermediate IIB

MisUnderstand the Meaning. Foreigners working with American people, at the big company in United States, They are have foreigners driver to work with them. He speaks English very well.

One day in the morning, The big boss would like to go out for do business and asked his driver, "Did you put gas in the gas tank this morning?" He answered, "No Sir" So then, as is the American habit, the boss repeated the question in another way to make sure again. "You didn't put gas in the gas tank ?" and then driver answer, "Yes Sir" Big boss scratching his head, he did not know his driver had put gas in the gas tank or not because his driver answered both yes and no to the same question.

Finally, boss had to straighten by using sign language and asked him again, "You didn't put gas in the car?" he reply "No Sir"

Employee #11, female, Vietnam. Has been with BOAT/U.S for 3 years. Marine Insurance. Took 1 class Telephone Skills. Initial placement score was 28/50 on Intermediate. College Placement Test (12/3/92) 61/100 Level 2.

Initial Writing Sample #1, May 15, 1991.

Hello! I would like to tell you about myself. My name is Hai-, I'm 28 years old. I finished high school in my country, I have been in U.S. since 04/1989. I got married last year. Now I'm pregnant. I'm so happy about my family, I love my husband. Doctor said I will have a baby girl that make me so happy because I love a baby girl.

Now I have a good job in boat/U.S. I have a nice Supervisor & co-worker. My job is typing, mailing & set up file. I have so many fun when I do my job. I'm happy when I take the english challenge class from Boat/U.S. I wish my English will better in the future.

Took Telephone Skills class; therefore, did not have any additional writing samples.

Figure 7. Writing samples of eleven selected employees.

In the evaluation of the writing skills of these eleven employees, a number of areas were examined including sentence structure, vocabulary and expression of ideas. The writing assignments that were done in the program were generally work related, for example, telephone messages, short memos, and descriptions of the company's jobs and procedures.

During the classes the instructors emphasized proper sentence structure including sentence fragments and run ons, subject-verb agreement, verb tenses and punctuation. An example of improvement in run-on sentences can be seen in Employee #7's writings. In his initial sample, he wrote, "I learned english from Vietnam and Norway, but that didn't help much until I came to USA then I learned and speak a lot of english, anyway I need to learn my english I think I like here then I have to speak and understand english." In sample #3, his writing has matured and he writes with no run-ons. "After we enter all payments in the computer, we make a complete printout. Then in order to balance out the tape we add up the amount from the check plus the amount from the printout." The writing is much more fluent.

Another area that instructors concentrated on was subject-verb agreement and the use of the correct verb tenses. The writing of Employee #2 improved the most because she had been one of the weakest students, and she worked the hardest in her classes. Initially she wrote, "I'm working for 1 year and 6 months ago. . ." You can see the improvement in her use of verb tense in sample #3. "I'm so happy to communicate to you about a clerical job. I found that the company BOAT/U.S. needs clerical help without experience."

The major improvements were in the area of vocabulary and ability to discuss ideas. In the description of the future, Employee #3 wrote, "when I think about the future, many

ideas came to my mind. My pulse started to accelerate, my hands got cold and my body started shaking; suddenly I reject the idea and my body returns to normal." The underlined portions of this writing sample indicates that the student has good vocabulary usage as well as excellent descriptive abilities.

Employee #5 illustrates not only the improvement of writing skills for one person, but more importantly, describes how comfortable she feels with the English progress at BOAT/U.S. "America is a 'melting pot' country. A lot of people come from diffent countries. It is help to know that I am not the only using a foreign language. I have a hard time trying to learn to speak, to write in English. But I also have a lot of support coming from my employees, my co-workers, my friends. I am thankful for the help they give me me. It is very helpful for me when I can speak more than one language, especially, when I am living in my home land."

Based on the writing samples from the progress reports which were from the exit interviewees, there is strong evidence to show that the employees enrolled in the English Challenge made strong progress in their writing skills. They are not perfect. They need to continue to practice their writing. In an effort to encourage these employees, everyone was tested and given the English Placement exam. The company which has college tuition assistance is encouraging these employees to take additional classes in English at the college.

Conclusion.

BOAT/U.S. was very impressed with the results of the English Challenge program. Therefore, they are planning to institutionalizing this program in two ways. First, they are going to work with the contract officer of Community Education to develop workplace literacy classes as needed. Secondly, they are encouraging their employees to take additional credit courses in English and other courses at the college by providing them with tuition assistance.

The English Challenge program proved to be a challenge to everyone involved: the employees, the college, and BOAT/U.S. However, the challenge was met, and as result, the

employees have improved their English speaking skills and knowledge of the American workplace, the college has developed a marketable program that is presently being used, and BOAT/U.S. has improved its workplace through this innovative program. We do not feel that this is the end of our relationship, but only the beginning.

This workplace literacy program, The English Challenge, empowered the students to take charge of their lives. Now the employees have a positive image of themselves and this will only have a positive effect on their approach to and level of performance in dealing with the many aspects of their lives.

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APPENDIX

COUNSELOR'S FINAL REPORT

As the counselor for the English Challenge, I met with each class level on site at BOAT/U.S. midway through each session. We discussed educational plans in general and how NVCC could assist in those plans. One each occasion, I felt privileged to be a part of such an innovative educational program. The students were highly motivated, diligent in their efforts to improve and gratefully aware of the unique educational opportunity. They were eager for information about the college, its programs and its services to students. Many BOAT/U.S. employees in the program followed up my visits with phone calls or individual appointments her at the college to talk about their educational plans. Some BOAT/U.S. employees are currently taking classes here at the college and I keep in touch with them regularly. In all cases there has been extraordinary growth in language skills of these employees from the beginning of the program to its conclusion.

The concept of learning at the work place is one that many companies talk about but never enact. BOAT/U.S. is to be commended for its commitment and support to this program. It has already had an impact on the lives of the employees which extends far beyond the work setting and into lives of lifelong learning.

I am proud to have been a part of The English Challenge and hope that we can be part of other programs as worthwhile.

Respectfully submitted,

Sheila Craig, Counselor

FINAL REPORT
EVALUATION TEAM
THE ENGLISH CHALLENGE

The Evaluation Team met on December 8, 1992, to formulate its final report on the NVCC-BOAT/U.S. ESL Program, The English Challenge. At this meeting, we reviewed the last instructional session with Ms. Barbara Jacobson, project director; looked at written work provided by a representative sampling of the students; and viewed video-taped exit interviews held with these students. We also discussed other aspects of the program (the intercultural workshops, counseling sessions, etc.). We also reviewed teacher and supervisor evaluations of the students' progress. The team was generally impressed with the overall quality of the program, the professionalism of the teachers and staff who developed and implemented it, and the level of progress demonstrated by the targeted population .

The Evaluation Team made the following observations about the positive aspects of The English Challenge:

1. Students demonstrated marked improvement in communication skills, especially the productive and receptive oral communication skills.

2. Students improved in their understanding of U.S. culture and in their ability to function successfully with this culture, especially in workplace situations.

3. Those involved with planning and implementing the program demonstrated admirable flexibility in meeting the needs of the targeted population in the following ways:

(a) The project director and teachers had underestimated the English language ability of the students in the initial phases of the program; they quickly rewrote syllabi and designed/gathered new teaching materials to attend to this change.

(b) As student's English needs at the workplace were perceived, the team adapted the methodology and materials to meet these needs.

(c) When the Evaluation Team made suggestions for changes in the teaching structure (i.e. adding a flexible pronunciation component), this was done well.

4. Students demonstrated great enthusiasm for the program and for BOAT/U.S.'s willingness to provide this training for them.

5. The principal goal of BOAT/U.S. (to improve the promotability of these employees) was met, according to the supervisors, in the majority of cases.

6. The program planted the seed of continued education in the minds of the students; many have indicated a desire to further their studies by enrolling in college classes. (Some have already done so.)

7. Students have also been encouraged to pursue further study at BOAT/US. through its regularly scheduled training series.

8. The program nurtured the self-esteem of the employees and instilled confidence in them which has improved their relationships in the workplace and had a positive impact on their lives

The Evaluation Team recommends the following if future ESL courses are offered on site:

1. There should be a mandatory in-service training for supervisors whose employees will participate in the ESL classes. Unrealistic expectations were detected in the supervisors views of how quickly students could improve. The supervisors need to understand the many variables inherent in the language acquisition process.

2. There should be a least one mandatory in-service training for supervisors on cross-cultural awareness. While the students are learning to improve their ability to function in the US. culture, supervisors also need to be aware of situations that can lead to confusion or misunderstandings on the part of their non-native employees. Additional up-dating workshops should be held throughout the program to promote cultural awareness and enable supervisors to share concerns, frustrations, etc., with their peers and the ESL program personnel.

3. An ESL needs assessment should be carried out with the supervisors rather than the Department Heads only.(A needs assessment was done but at the Department Head level)

prior to the program to enable curriculum planners to design appropriate course objectives and activities.

4. Courses in business writing and accent reduction should be offered as electives for those employees who would benefit from this. The accent reduction course would be especially beneficial for those who are at a supervisory level or potentially middle management. The original ESL office communications course should not be offered unless there are new non-native employees.

The Evaluation Team would like to take this opportunity to congratulate BOAT/U.S. on its foresight in offering this program, and Barbara Jacobson and her NVCC staff for the high professional level of their work. The English Challenge had great success far beyond the students' improvement of their language skills. It would not be an exaggeration to say that for many participants, this program represented a turning point in their careers and their lives in the United States.

Respectfully submitted,

John Morandi

Judith Paiva

Hayib Sosseh

Kay George

BOAT/U.S.
Boat Owners Association of The United States
Washington National Headquarters
880 South Pickett Street, Alexandria, VA 22304 703-823-9550

ENGLISH CHALLENGE PROGRAM
FINAL EVALUATION STATEMENT

Since I am a member of the evaluation committee much of my opinion is incorporated in their report. My comments here will be restricted to my corporate view.

My overall opinion is that this program was very successful.

1. We had a high enrollment percentage from our non-native English speaking employees.

2. Attendance was never a problem.

3. Enthusiasm for the program remained at a high level.

4. Supervisors and students report a noticeable improvement in both understanding oral communication and ability to effectively communicate orally by the students.

5. There is a noticeable improvement in the confidence of these employees. Their morale appears higher.

6. Several students have expressed an interest in continuing their education at NOVA using our company's Tuition Reimbursement Plan.

7. There appears to be an increase in loyalty to our company for providing these classes.

8. A couple of students have been promoted as a result of their improved communication skills.

I have three recommendations for future projects of this kind:

First, the relationship between a provider and private business must be clearly established. Clear, measurable goals must be agreed upon. Expectations of both groups must be explored thoroughly to assure a joint effort toward a common goal.

Fax Numbers Marine Insurance 703-461-2840 Representation 703-461-2845 Travel 703-461-2888 Foundation 703-461-2855
Boat Financing 703-461-2853 Customer Service and Mail Order 703-461-2854 General Fax Number & Membership 703-461-2847

Second, I would require extensive training classes for supervisors of students prior to ESL classes beginning. The primary goal of these classes would be cross-cultural awareness and realistic expectations for an 18 month ESL Program. We found that without this training our supervisors expectations were much too high. When their unrealistic expectations weren't met, their enthusiasm and support for the program diminished. For a program like this to realize its fullest potential it must have the total support of management. We think the training classes would help maintain their support.

Third, flexibility must be stressed from the beginning. Despite lengthy, detailed plans, we found constant adjustments were needed as our assessments indicated. Our flexibility and ability to adjust quickly were major contributors to the success of this program.

In closing I want to say that the employees who participated in this program improved a great deal over the last 18 months. The program director was constantly assessing their needs and modifying the program accordingly. Their English skills improved, their confidence and morale increased and our company has more productive employees.

M. Smith

Mike Smith
Training Manager

SKILLS TO BE COVERED BY LEVEL

	Level I	Level II	Level III
SPEAKING	ask for information question techniques get more information requesting agreeing/disagreeing talk about past directions	discuss probability offer to do something ask for permission describe things instructing people explain a process accepting blame	give opinions similarities/ differences state preferences make suggestions observations judgments
LISTENING	simple dialogs simple requests/orders	dictation/paragraph understanding meaning	speeches meaning
GRAMMAR	present tense past tense future count/non-count nouns commands	present perfect past perfect modals comparison pronouns adjective/adverb	clauses - time - relative cause & effect conditional gerund/infinitive
READING	sentence level work related vocabulary map identification context clues time order spatial order	paragraphs for facts following directions geography/abbreviation synonyms/antonyms main idea supporting detail	prefixes, suffixes dictionary usage make inferences make conclusions fact/opinion comparison/contr
Topics	food, cities, health Americanfamily,holidayenergy,education	culture shock,women,	retirement, race government, taxes
WRITING	controlled writing spelling, punctuation	short paragraphs business letters	three paragraphs report

Figure 2.

Advanced Test Name_____

Circle the best answer.

1. (Less) (Fewer) people enroll in English classes during the winter.

2. Do you have (a cup of sugar) (some sugars) I could borrow?

3. I'm sorry but we do not have (much knowledge) (many knowledges) about the new transit system.

4. (How many) (How much) money do you need?

5. It is fortunate that the wishes of the community (was) (were) heeded before the new highway was built.

6. My daughters' instructor (seems) (seem) very competent.

7. What you eat and how much you exercise (is) (are) important factors in a weight loss program.

8. People (is) (are) worried about the high rate of unemployment.

9. My brother and (I) (me) are planning a party for our parents.

10. The deer were loose so we corraled (it) (them).

11. The Marconi family (has come) (came) to the United States thirty years ago.

12. Kay and her boyfriend have been dating (since) (for) four years.

13. I (had finally finished) (has finally finished) reading this book.

14. You look confused. (Are you understand) (Do you understand) what I said?

15. Does Randy (has) (have) eight brothers and sisters?

16. We (are knowing) (know) John better now that we have class with him.

17. I (beginned) (began) the day with a jog around the block.

18. The museum (was) (has) started by Henry Ford.

19. The table was (sending) (sent) from California to New York by plane.

20. The man was (eating) (eaten) when a friend came.

21. Who is (more tall) (taller)---Jim or Alan?

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22. One big city isn't much different (to) (from) another.

23. Who is (less friendly) (less friendlier)---the black dog or the white one?

24. The more it snowed, (the colder it got) (it got colder).

25. We (should) (might) call Jim to find out about the game.

26. I (should not) (should not to) use fuel indiscriminately.

27. An (honest) (honestly) opinion is not always appreciated.

28. After Peter hit his head, he wasn't thinking (clear) (clearly)

29. I am impressed that you speak (so well English) (English so well).

30. Give this letter (direct) (directly) to the postman.

31. Baseball bats made for (professional) (profession) use are costly because of their fine workmanship.

32. The U.S. Constitution guarantees (equalness) (equality) under the law.

33. Low TOFEL scores are (disappointing) (disappointed) for students.

34. People are (surprising) (surprised) that Saudi Arabia has such a small population in comparison to its land size.

35. Marcia White, who has been the bank manager for thirty years, has announced (what) (that) she will resign July 1.

36. Get me a glass of lemonade, if you (go) (will go) to the kitchen.

37. I won't lend you this money (if) (unless) you promise to pay it back.

38. At no time (does) (doesn't) the park allow campers to feed the bears.

39. Not only (are the men) (the men are) expected to wear a tie, but they are also expected to wear a tuxedo.

40. I suggested (that) (for) the party start at 8:00.

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ANSWER KE

I. Choose the best vocabulary word to fill the blank. (4 points each)

timid	stimulate	contemplate
inhabit	substantial	conspicuous
confer	phase	regulate
moist	apparatus	solitude

1. In order to balance the budget, the school system had to take a **substantial** reduction in the amount of money spent on education.

2. He went camping alone because he wanted to spend his vacation in **solitude**.

3. The **timid** child sat quietly hoping the somebody would ask him to play. He was too shy to join in on his own.

4. The doctor spent a lot of money on medical **apparatus** so he could test patients in his office.

5. She had never thought about her future, but now it was time to **contemplate** the possibilities.

6. The businessman needed to **confer** with his lawyer before he signed the contract.

7. When everybody sat down for dinner, one chair was empty. That was the mother's chair, and her absence was **conspicuous** since it was the only empty seat, and she was always there.

8. It was hard to **stimulate** her husband to go out in the evening because he liked to sit in his chair and watch T.V. after a long day at work.

9. After the rain, the ground was too moist for playing volleyball in the back yard.

10. He found an unusual village in the mountains and wondered what kind of people would inhabit such a strange place.

11. When you go on a strict diet, you have to regulate everything that you eat.

12. After her husband died, the woman went through a phase when she never went out and always dressed in black clothes.

II (3 point each) Make sentences beginning with "There aren't many" or "There isn't much". Use the nouns in ( ).

1. (sugar) There isn't much sugar in my tea.

2. (mistakes) There aren't many mistakes on her te

3. (homework) There isn't much homework toda

III (3 points each) Fill in the blanks with: on, at, or in.

1. I will meet you at 5 o'clock today.

2. She lives at 617 Apple Lane.

3. Her cousin lives in France

4. I saw them in November.

5. They visited me on November 28th.

IV. Make up a sentence ending using a gerund or an infinitive. (3 points each)

1. She refuses to clean up the kitchen.

2. I hope you will keep on working with us.

3. At 3 AM, he had to quit reading and go to sle

4. They had expected to hear from him.

5. Would you mind helping me with this packag

VI. Use these terms in a sentence or define them. (Choose only 3) (4 points each)

1. retrieve - to get back some information that you already put in the comput

2. documentation - the book that gives you instructions on how to use the comput

3. user-friendly - a computer that is easy to use and understand - even for first-time users is called user-friendly.

4. form letter - a letter that is sent to many people - often the word processor will print each person's name on a form letter.

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ATTACHMENTS

The following attachments are not referenced in the final report; however, they are included because they provide additional information about the program.

1. **Working Calendar for The English Challenge**

   This calendar indicates the dates when all of the major events took place.

2. **Supervisor Evaluation Form**

   All the supervisors were requested to evaluate the improvement of their employees at the end of the 18 months. These are the tabulated results.

3. **Program for Graduation and Dinner - December 4**

   This is the program that the teachers and students planned.

4. **The English Challenge Gazette**

   This is the fourth and final newspaper that the students produced in the English Challenge program. Some of the articles indicate how important the program has been to them.

5. **The script for the info-commercial.**

   This was written entirely by the students. The video is acted by the students, and directed and produced by Sharon Donohue, the instructor.

6. **Session History**

   This report indicates the history of the sessions including the classes, class numbers, instructors.

3/23/93

WORKING CALENDAR

FOR

THE ENGLISH CHALLENGE
Workplace Literacy Grant

1991

April 15, 1991	Grant Starts
April 26, 1991	Teachers meeting #1
April 29 and 30	Linguistic Audit
May 1,2, and 3	Project Directors Meeting Crystal City, Va.
May 7 and 9	Linguistic Audit
May 14	Teachers meeting #2
May 15	Testing of students at BOAT/U.S.
June 12	Evaluation Committee first meeting - Raddison
June 18	Opening Day ceremony SESSION I starts
July 2	Teachers meeting #3
July 2	Pictures taken
July 30	Teachers Meeting #4
August 6	Counselor, Sheila Craig, Intermediate and advanced
August 26	Set up lab at BOAT/ U.S.
Sept. 5	Final Exam
Sept. 10	SESSION I ends
Sept. 16	Teachers Meeting #5
Sept. 17	SESSION II starts
October 17	Teachers meeting #6
October 28	Evaluation Committee - Meeting #2 -BOAT/U.S
November 6,26	Evaluation Committee Observation
November 14	Sheila Craig, Counselor, HI(II) and Advanced
November 21	Teachers Meeting #7
December 11	EPT Test at BOAT/U.S. 5:00-7:00 P.M.
December 12	Supervisors evaluations of students
December 12	Final Exam - Session II: Teacher Test/Standardized test
December 17	SESSION II ends- graduation and party
Dec 18-Jan. 6, 1992	Vacation for teachers/students

1992

January 7	Teachers Meeting #8
January 7	SESSION III starts
February 4	Teachers Meeting #9
March 4	Cross-cultural workshop for staff employees
March 2-7	TESOL Convention - Vancouver, B.C. Canada
March 10	Sheila Craig, Counselor, visits HIA & B
March 12	Teachers Meeting #10
March 24	Supervisors evaluations Due
March 24	Final Exam
March 26	SESSION III ends/graduation
March 31	Teachers Meeting, #11
March 31	SESSION IV starts
April 21	Progress Report #1 due College Placement Exam given on-site
May 5	Teachers Meeting #12
May 2	Progress Report #2 due
June 2	Teachers Meeting #13
June 4	Article for Gazette due
June 18	SESSION IV ends
June 19-Sept. 7	NO CLASSES
September 8	Session V starts (Courses: Business Writing for International Employees, Telephone Skills, Business Writing for Native English Speakers)
September 8	Teachers Meeting #14
September 9-11	Project Directors Meeting, Crystal City
September 17	Cross Cultural Workshop
September 24	Cross Cultural Workshop
October 8	Progress Report #1 Due
October 8	Teachers Meeting #15
November 12	Teachers Meeting #16
November 12	Progress Report #2 due
December 3	SESSION V - ends
December 3	Progress Report #3 due
December 4	Graduation - Culmination activity

EC103b	SUPERVISOR EVALUATATION FORM						12/8/92
	No Change or N/A	*Some*	*Moderate*	*Good*	*Greatly Improved*	*Total 4 & 5*	*% of 4 & 5*
	1	*2*	*3*	*4*	*5*		
1. Improvement in general conversation work related and social	13	3	7	12	12	24	51%
2. Change in morale and self confidence of employee	10	5	9	14	9	23	49%
3. Better understanding of policies, procedures, forms or other job related documents	5	13	7	19	3	22	47%
4. Reports problems ie. need for repair, scheduling	8	4	6	23	6	29	62%
5. Reports planned absences, etal	10	2	5	23	7	30	64%
6. Noticable improvement in reading comprehension	12	2	10	21	2	23	49%
7. Noticable improvement in writing skills	20	5	9	10	3	13	28%
8. Noticeable improvement in oral skills	13	4	7	16	7	23	49%
9. Speaks English i n the workplace	15	5	8	11	8	19	40%
10. Understands oral instructions and direction	6	6	10	21	4	25	53%

11. Less job related mis-understandings	6	11	7	21	2	23	49%
12. Interest in other training or education programs	9	12	7	13	6	19	40%
13. Understands numbers and measurement	13	1	6	24	3	27	57%
14. Employee skills has improved chances for promotion	12	1	7	21	6	27	57%

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GRADUATION AND DINNER

FOR

THE EMPLOYEES AT BOAT/U.S.
IN THE
ENGLISH CHALLENGE PROGRAM

Friday, December 4, 1992

THE ENGLISH CHALLENGE PROGRAM

PARTNERS

Northern Virginia Community College, Alexandria Campus

Dr. Barbara Wyles, Provost
Dr. Nancy McNamara, Director Continuing Education
Ms. Barbara J. Jacobson, Project Director
Ms. Debra McCullough, Administrative Assistant
Ms. Margaret Hodgson, Instructor
Ms. Sharon Donohue, Instructor
Ms. Ann Weibezahl, Instructor
Ms. Peggy Bloomer, Financial Officer
Ms. Sheila Craig, Counselor
Mr. Kevin McCoy, Video Consultant
Mr. Leon Brandon, Photographer

BOAT/U.S.

Mr. Richard P. Ellison, President, Boat America Corporation
Mr. Robert C. DeFilippo, Vice President, Human Resources
Mr. Mike Smith, Training Manager
Ms. Mary Mandros, Training Office

U.S. Department of Education

Ms. Constance M. Tynes, Grants Officer
Ms. Marian Banifield, Education Program Staff
Ms. Sonya Turner, Education Grants Staff

EVALUATION COMMITTEE

Dr. Hayib N. Sosseh, Assistant Division Chairman
English as a Second Language
Ms. Judith L. Paiva, Chairman of the Senate
Associate Professor, ESL
Ms. Kay George, Division Vice President
Management Division Training,
Woodward and Lothrop
Mr. John Morandi, Georgetown University Hospital

PROGRAM

Dinner - 6:00 - 7:00 pm
Graduation Ceremony - 7:00 -8:00 pm

❖ ***Welcome***

Narrator: Dr. Nancy McNamara, Director, Continuing Education

Ms. Barbara Jacobson, Project Director, *The English Challenge*
Dr. Jean Netherton, former Provost, NVCC, Alexandria Campus
Ms. Mary Mandros, BOAT/U.S. Training Office
Dr. Barbara A.Wyles, Provost, NVCC, Alexandria Campus

❖ ***Cross-Cultural Exchange***
Rosario Bustilos, Bolivia, dancing the Morenada

❖ ***The English Challenge Program: What it means to me.***
Kassanesh Gessese, employee from Ethiopia
Amparo Cuero, employee from Colombia

❖ ***Diplomas*** - Barbara Wyles, Provost
assisted by Margaret Hodgson and Sharon Donohue, instructors

❖ ***Cross-Cultural Exchange***
Amparo Cuero, Colombia, with her partner Harold Lasso, dancing the Cumbia

Entertainment during dinner presented by the children.

Michelle Pham, violin, *Up on the House Top and Scarborough Farm*
daughter of Theresa Pham, employee from Vietnam
Saba Hussain, India dance
daughter of Parveen Husain, employee from India
Rita Donohue, flute, *Greensleeves and theme from Robin Hood*
daughter of Sharon Donohue, instructor

VIET NAM My country Twilight on the field...

Viet Nam has only 2 words, but I love my country. Viet Nam had been my only home from the beginning of my childhood until I departed from my home country. I had never really appreciated the comfort and boding it had given me. America is a very interesting and welcoming country and I am proud to be here. But, sometimes memories from my native country flash back into my mind and makes me very emotional. To express my emotions, I frequently sit down and sketch some of the pictures that I see in my mind.

Many times, I see the harvest season in Viet Nam with the large wheat-fields with yellow color swaying when the current of the winds blows on the field. The ox moving carelessly across the fields and nearby tall bamboo shoots stand rigidly with peaceful shadows. The tranquil atmosphere with children playing nearby.

The picture that I see most often is that of my neighborhood on a festival occasion. Everything becomes decorated with ornaments and makes me feel cheerful also. All these memories, I try to sketch out on paper for writing. It will make me remember them for eternity and not for a short period of time. . . .TUAN TRAN

THE ENGLISH CHALLENGE GAZETTE

A Quarterly Publication of the English Challenge by Participating Boat/U.S. Employees December 1992

Musings on Progress

Margaret Hodgson, NVCC Instructor

Some eighteen months ago, as I began
teaching at BOAT/U.S.
Quiet resigned.
Today in the din of the classroom, questions
about the presidential
Election abound.
Student self-confidence and self-esteem are
apparent on their
Smiling faces.
Knowledge of the English language-agonized
over these many months-
Is the Key.
What a change, what a fabulous change,
these eighteen months of study
Have made!

AUTUMN

Employees and students of BOAT/U.S.

L Leaves are turning many different bright
colors.
E Every leaf is falling softly to the ground
where
A Autumn's colorful flowers and leaves are
saying, "Good-bye."
V Very cold weather will be arriving soon
then only blank and white.
E Even though the days are getting shorter,
S Smile because a white Christmas
approaches.

BOAT DREAMS

Ella Edmunds

I would like to be able to afford a boat. I would like not just any boat, but a big boat, one that has living quarters, a galley, and a shower and sleeping quarters in it. I think my ideal boat would be built by Hatteras and would be a sailboat with an engine. The engine would be necessary to have power to make cruising possible when there is no wind. If I were rich or had a six-figure salary, I would buy this type of boat. It would be custom built to my specification, with all the latest safety equipment on it. The boat would be a beauty inside and out. I would sail it around the world to visit far away places. One summer I would sail on it to the Caribbean, maybe the next summer to Hawaii, and the next summer to someplace else. I think it would be fun to live this way.

SCHOOL DAYS

Hoang Tran

I like the school system in the United States very much because we can go back to school at any age if we want to study. But in my country, the time we went to school has already passed. We can't go back. Here we can go to school at night and work in the daytime. If we fail a subject, we just take that subject the next time. But in my country, for example, when we study in grade 11, if we fail history, we would have to come back and repeat all of the grade 11 classes for the next term. Sometimes if we are too old, we couldn't finish this. I like it very much here because we can go to school at anytime, at any age, if we want to study and improve our language.

The English Challenge Advantage

Malee Manakul

I was so excited when I heard about BOAT/U.S. having a program for foreign people who work here to study English. For one year, I have participated with this program. I have studied about pronunciation, spelling, grammar and telephone conversation. I have met a lot of new friends and very nice teachers. This class has helped me to improve my English. I can communicate better than before. I have more confidence and comfort in communicating with the other departments or all of my co-workers. And I wish I could continue ESL classes if BOAT/U.S. still keeps this program because it is so important.

LOOKING BACK

Kassanesh Gessese

When I was back home, I never thought it would be like this the way I am now. When I was home, I always thought my mother, father, sister and brother had to take care of me, but that was not right. Now I know, I found out the hard way.

I wish I could go back to the old days and do it all over again. It would be a lot different than what it used to be like. I would treat my sister a lot nicer and my brother too. Now I am going back home soon. I know I can't make up all the time I was not good to them, but at least I am going to tell them how I feel about them and how much they mean to me. I will tell them when you live in your country with your family it seems too easy if you go away, but it isn't easy at all. If any of my family or someone I know wants to go away, they have to think before they make any decision. Going away without anybody in anyway is tough. So I will tell them how difficult it is and how strong they have to be.

I am very excited about going home and seeing my family after 13 years. I don't know how I am going to act when but at nighten I see my little sister grown up and looking so different. In my mind, all of my sisters and brothers are still very small. On the other hand, it will be very hard for me to be there with them without my mother who died. I will be prepared to take it easy and enjoy all the time I get with them.

HOPE FOR THE FUTURE

Nancy Delgado

Everybody has hope in the future and I have too. I have happiness that the future will be better in the world so that my children and my grandchildren will have enough air to breathe, good food to eat, and very good teachers who can give them a better education so that they can build a very strong and nice country. I have hope that my retirement will be nice, and I'll have enough money to live comfortably. I have hope that the governments in the world will take care of each other and help the poor countries especially the children who are dying of starvation. The hope of everybody is to have a better world!

HOPE FOR THE FUTURE

My The Nguyen

Everybody has been waiting for life to become better after we have been involved in the economic low of last year. Can it get better when we have a new President? We hope he can do something for us. We need to have a job and not worry about lay-offs. In school, the students can concentrate on their studies instead of finding part-time jobs to help their parents when they have a short budget. In the Gulf War, a lot of families lost their children who joined to serve in Saudi Arabia. We need to do something to relieve their pain. Let's look around us and see the many homeless people getting worse day by day. They need help to change their lives. To get a happy life, please give your hand to help our new president.

HOPE FOR THE FUTURE

Hai Tu Nguyen

Right now, I'm working for BOAT/U.S. I have a full time job at this time but at night I'm still taking my cosmetology class. I plan to finish my class soon. It will end around July 1993. I hope I will pass the state board test so I can get my cosmetology license. And then I can find a job in a beauty salon, just part time only. I want to keep my job at BOAT/U.S. A few years later when I have more experience about my job (I have to save my money too), I can open my own beauty salon. That is my plan for the future. One more thing I forgot to let you know I want to go to college next year after my cosmetology course has ended. I need my English to be good because, when I'm going to do business, I have to speak English well (not really perfect) but it must be spoken well.

COMMERCIALS

At BOAT/U.S. we work for members only Be a member of BOAT/U.S. If you want to find out, it doesn't cost you anything, call us. The number is 1-800-283-2883.
K. Gessese

Did you get a new boat? Good! Don't worry about anything. BOAT/U.S. takes care of you and your boat. Just be a member and enjoy all of our services: insurance, towing, boat supplies, route and many other services. Also, it has a lot of stores around the U.S. for your convenience. Get a boat and call us at 1-800-283-2883.
N. Delgado

My name is Malee Manakul. I am working in BOAT/U.S., which is a boat insurance company. If you participate in our company and become a member, you will be entitled to good benefits and a very high service. You can buy boat equipment items for a very special low price. So why don't you call now to apply for our membership. Our experienced and nice staff will be glad to help you. Please, don't hesitate to contact us at telephone number, 800-823-2883. Thank you.
M. Manakul

No other organization has so many ways to save you money. We can solve your boating problems and we have a higher towing and good insurance coverage. Now you can save on the benefits and get a membership for a low annual fee. BOAT/U.S. carries a detailed catalogue and products reports. Please call the toll free 1-800-823-2883
H. Tran

Hi! If you have been looking for the way to cut the cost of boating, call the BOAT/U.S. and we offer you all the benefits of the association purchasing power. Call the toll free number 1-800-823-2883.
D. Doung

DEAR MARGARET:

[The following letters were written to Margaret Hodgson, the writing instructor, who had asked her students to write about how the ESL program has helped them.]

As soon as I started taking this particular class, I could tell that my blanks on letters that I type many times without knowing that parts of them were no good, because time has changed and Amparo did not have many ideas. I learned how to write a memo, when to use a comma, a lot of vocabulary and grammar that involves writing skills. I wish we had more time or more classes.
Thank you, Margaret!
Amparo F. Cuero

This is the first course I've studied since I've worked for BOAT/U.S. It is about Business Writing. Through the course, our teacher, Ms. Margaret Hodgson, taught us how to write a correct business letter and avoid clichés by using clear active phrases. We also learned how to write a precise memo, a sufficient resume along with an introduction letter. In order to accomplish these requirements, we surely had to study grammar, vocabulary structures, prepositions, etc. and did a lot of homework. Although the class lasted only three months, we think we've gained enough knowledge for writing business letters thanks to the great help of BOAT/U.S., as well as Ms. Hodgson. We hope the company will give us more chances to develop our English so that we can work more efficiently.
Trucmai Nguyen

I feel that this class is helping me a lot in my job and in my daily life. When I started this class I knew little about punctuation and some grammar rules that we have studied in Margaret's class. Maybe I am not an excellent student, but I feel that this class has helped me to write memos, go directly to the point, and how to express myself better. I want to thank Margaret for all her patience.
Mirna Escobar

Since we have started having English classes we have improved a lot, but best of all is that our interest for the language English has kept going further and further. Now I feel interested in knowing new rules, and my vocabulary is more extended. I'm interested in practicing grammar more often. We thank our teachers and BOAT/U.S. for giving us the excellent opportunity to improve ourselves.

Rosa Lara

This program is really great for non-native Americans because it helps us a lot in learning not only correct grammar but also pronunciation. I have taken English subjects before in my country, but I need to refresh my knowledge in grammar again as I have forgotten the rules I have learned.
We thank you for help and expertise, Margaret. My knowledge in grammar has improved and been reinforced. Thank you very much and we hope you'll come back again. God bless you.

Visie Binnie

This course I have taken this semester has helped me to receive and to understand the new things I thought were correct on my side. Thanks Margaret. She taught me not to hide around the bushes and go straight to the point. When I say around the bushes I was trying to make it so polite. Doing this I was not making it easy for the people I am talking to. So now I can make it easy to just go straight to the point. The grammar is also important. It really helps because sometimes when we speak quickly we forget the grammar. This course really helps us to speak in a professional way. Writing memos and business writing is very important which I think, if they ask me if this class should continue, I would say yes because it helps us to improve a lot. The time is so short and we need more time. I would like to thank our teachers and the government who helps us to improve our English.

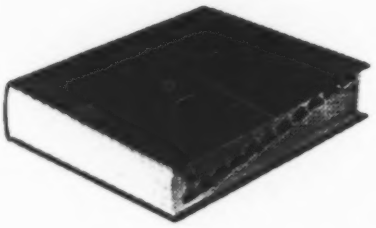
Teblez Negassi

This English class was a blessing for us. Thanks to the federal grant and NOVA and especially you. You have put up with us a lot Margaret, you were a great help. We learned how to write memos, business letters and inter-communications. We learn grammar. In grammar we learned verbs, adjectives and nouns and how to use them in simple and complex sentences. We learned about complex sentences and conjunctions. We learn how to use prepositions, apostrophes, comas, and adverbs. Learning about punctuation, capitalization, mechanics and pronouncing the words in the right way was a great help. This class was great to let us know where we really stand in our English. We never thought how weak were in writing business letters. We wish we could continue learning more about writing business letters. Anyway, thanks to you.

Parveen Husain

I have been in ESL at BOAT/U.S. for three courses. These classes are helping my grammar and also improving my English skills. English is not really hard to learn if I concentrate to learn step by step. When talking with someone else, I try to use correct spelling and grammar as much as possible. The most important thing I have learned in the class is writing.
I also learned how to correct pronunciation from my co-workers. Some day I will go to college. Everything I learn from these courses will help to improve my English to enter school
Even though English is my second language, I am trying really hard to learn and understanding the meaning. When I go out or to work, I have to know how to speak and understand to deal with everything almost every day. English is important for foreign people.

Kim Le



BOAT/US cast

Malee : BOAT/US Member

Hai Tu : boat owner
Hoang : boat owner — not BOAT/US members
Nancy : Membership Services Dept. - BOAT/US
My The : Insurance Dept. - BOAT/US
Kassanesn : Marine Supply Store & Catalogue Sales - BOAT/US
Dung : Travel Dept. - BOAT/US

The opening scene takes place at the Alexandria Marina where some friends who are boat owners are having lunch.

Hoang : Last month I went on vacation and took my boat to Florida. While I was there, Hurricane Andrew took me by surprice . Unfortunately my boat had some damage, but I had never bought any boat insurance, now I would like to look for an insurance company for my boat.

Hai Tu : Malee, do you know any company that would handle boat insurance and be convenient for us ?

Malee : Have you ever heard about BOAT/US ?

Hoang : Yes !

Malee : I have been a member with them for more than ten years. BOAT/US is a membership service organization with over 425,000 members. It has been around for a quarter of a century. As a group member, I have paid only $8.50 for my membership and only $15.00 for towing plus the price of my insurance. They charge a low price for insurance but I get a very high quality of service. They have given me expert assistance in solving all of my boating problems. I have always respected and appreciated the service that BOAT/US has given me. I can highly recommend this company to yo

Malee : (cont) Their staff is very informative and friendly. I can say for sure because I have never worried about anything since I have been a member with BOAT/US. You can get more information. If you want to, you can apply for the high option policy for your big boat!

Hai Tu : I would like to try it .

Malee : Would you like to go there today; it's close by.

Hoang : Can we go right now?

Malee : Yes, sure we can go there.

The next scene will take place at the BOAT/US headquarters in Alexandria, Virginia. (Show the front of the building and then go back to our classroom which can double as a few offices by filming from different angles.

Malee: Hi, Nancy !

Nancy : Hi, Malee !

Malee : I have brought some friends of mine who are interested in BOAT/US membership and insurance. Can you give them some information ?

Nancy : Sure. OK, Hello ! Welcome to BOAT/US. My name is Nancy and I have been working with members for about ten years. Let me speak with you now. First, I'll tell you we have a special offer for new members. The offer is only $12.50 for the first year of individual membership, and we have many services and benefits for you. Do you have any questions ?

Hai Tu : Yes, if I were a BOAT/US member, what kind of insurance and what kind of benefits would I get ?

Nancy : If you are a member of BOAT/US, you have many benefits in services. Over 400,000 members are very satisfied with our service. You can save up to 40 even 50% from the nation's largest company of marine equipment.

With regard to low cost boat insurance, we can insure any boat, any size with unlimited cruising limits. We also have towing, and , by the way, emergency towing depends on the amount that you want to be insured for: $50 for $15000 towing, and $100 for more than $500. We can also help our members to get loans for new boats, and we have a special "rush"- you can settle - within 24 hours we can have your loan approved. We have boating books and charts if you want to go cruise the Atlantic or the Pacific Oceans. You can have our maps and books which will help you during your travels. We have our own Consumer Protection Dept, we have representatives in Congress and the government agencies. We have our own travel agency. We have discounts in rent-a-cars and motels; we can make a reservation for you. We have all these services in our travel agency.

Hai Tu : For, example, if I live in Canada, can I buy insurance here?

Nancy : Yes. If you live in Canada, you can have insurance with us, but we require an address in the United States. In any state where you have a friend or relative, you can give us their address, and we can take it.

Hai Tu : Can we leave the boat in a Marine Center ?

Nancy : Yes, any marine center in the United States; you can take the insurance like that.

Hai Tu : I want to know about the coverage of the insurance. Can you give me someone to take care of this work ?

Nancy : O.K. I can transfer you to the Marine Insurance Center. All of the things that I ~~have~~ told you are some of the beginning of the benefits we can offer you. If you start today, you can start

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Nancy : ...enjoying the services and the benefits. I will transfer you
(cont.) to My The. Before you go, would you like to fill out an application ?

Hai Tu : Yes, thanks.

Malee : This is My The , and she can answer your questions about insurance.

My The : Hi ! How can I help you ?

Hoang : Hi, My The, my name is Hoang. I have my sailboat which I would like to cover, and I would like to cover it for freezing ice and for the higher towing. My boat is kept in the Chesapeake Bay.

My The : That's good for you because if you are in Maryland, you can get free coverage for the freezing states, and also you can get $ 500 coverage free for personal effects. You said that you have a sailboat, right ? Has your insurance ever been cancelled or refused before ?

Hoang : I have never had insurance before .

My The : O.K. This is why I asked you because if you have had no lost credit before, you can take 10% off the cost of your insurance premiums. So, for example, if your insurance premium is $200, we can offer you a $20 discount. The hull coverage depends on the cost of your boat. For investigative service, you pay 5% of the cost of coverage. For the liability, we can cover from $10,000 to $300,000. And also for medical, we can cover for each person from $1,000 to $10,000. Do you have a boat trailer? for each accident

Hoang : Yes.

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My The : In this case, we can cover from $500 to $5,000. Do you have any training like CORE or CSCUBA ?

Hoang : Not yet .

My The : OK If you are an active member, you can get $500 coverage free for personal effects also.

Hoang : When I want to bring my sailboat to the Bahamas, will I have to pay more.

My The : Sure you can do that, but you will have to pay for it. Also, we can do an endorsement for you when you decide you want to go to the Bahamas.

Hoang : And, how much will it cost me ?

My The : In this case, you will have to pay about $125 for the whole year.

Hoang : Oh. Can you give me some forms that I can take home and fill out ?

My The : This is a sample of a quotation.
(show some papers)
Since you are already a member, you can get your benefits when you file your insurance papers and make a payment. Can you give me your name, so I can find your membership number in the computer?

Hoang : My name is Hoang Tran.

My The : OK Thank you. And for your friend, can I help you ?

Hai Tu : Yes, I have a question. When two ships ran afoul of each other, and in this case, it was my fault, what could you do for me. My boat hit another boat.

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My The : For that situation, you would have to go talk to the claims department, and they would send someone out to see what had happened. They would see how damaged your boat was and the other one also. Then we would cover it depending on how much insurance you have paid for each accident.

Hai Tu : What I want to ask you is what can you do for me if I hit another boat. Would you pay for both of us ?

My The : Yes, if you have paid for full coverage, but if you only have liability, we would only cover the other boat.
We welcome any questions concerning your policy and it will be our pleasure to serve your marine insurance needs for the coming policy year.

Hai Tu : OK Thanks. Now I would like to buy something for my boat.

Malee : We can go to the store and you can look in the catalogue. They can help you to get what you need.

Hoang : And, I would like to travel. Do you have a travel department ?

My The : Sure. We also have that service, and they can help you. We can go there. ... Kassanesh, this is Miss Hoang, and this is Hai Tu. They need your help, and they would like to see the catalogue.

Kassanesh : Hi ! Do you have the boat already ?

Hai Tu & Hoang : Yes.

Kassanesh : Do you know what parts you need ?

Hai Tu : Yes , but I would like to see the catalogue first.

Kassanesh : Come and see it. There are so many things you might need.

Hoang : I would like to have a catalogue sent to my home.

Kassanesh : Are you a member ?

Hoang : Yes, I am.

Kassanesh : Oh ! You are a new member. Soon you will receive a catalogue in the mail. In the meantime, you can look through this one and decide what you need.

Hoang : Since we have become members, do we get a discount ?

Kassanesh : Yes, when you're a member, you get a 10% discount on everything that you buy from the Marine Center. The boating supplies, the parts, the charts, the boating shoes —— we have everything that you need.

Hoang : Is it good quality ?

Kassanesh : Oh yes. It's use is guaranteed within one hundred days, you can return anything. If you have damaged it, there might be a little fee, but there's no problem. We'll take it back and give you a refund.

Hoang : Do you accept credit cards ?

Kassanesh : Oh yes ! We have a credit card that you can apply for. If you are a member, they offer you a good deal. We have a comparatively low interest rate.

Hoang : OK. Since I am a member will you send me a catalogue about once a month ?

Kassanesh : No, about once a year you'll get the annual catalogue. You'll see everything that we are going to have for 1992 and 1993. Every year you'll get it when you renew your membership.

Hai Tu & Hoang : Thanks.

Kassaneen : You're welcome.

Hoang : How could you show me how to get to the Travel Department ?

Kassaneen : The Travel Department is just next door. You will want to speak to Miss ~~Hoang~~ Lee.

~~Hoang~~ Lee : Hi. How are you doing ?

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Lee : BOAT U.S Travel. Can I help you?

Hoang : yes. I'm planning to fly to California next month. How much is the price to paid the low fee. I've just applied for membership & Can you find a good flight for me?

Lee : Well, that depends. So you want to fly first class or second class and when and how long would you like to stay?

Hoang : I'm planning to go ten days for Thanksgiving day, second class I suppose. and I don't want a package tour.

Lee : and when is it you'd like to leave?

Hoang : on Mondays evening in november 25th

Lee : let's see. now we have U.S air line $350.00 november 25th at 7:00 pm and northwest november 24th at 4:00 pm $320.00. which one you like?

Hoang : I choose northwest what time does the fly depart and arriving

Lee : about 11:24 at 4:00pm there about 16:00pm and the day you come back on thursday at 7:00pm to 14:40pm.

Hoang : Is it nonstop?

Lee : yes. Can I have your name? How do you pay?

Hoang : Hoang Tran, and by credit card.

Lee : I hope you enjoy your trip.

Hoang : Thanks for your cheerful service That's great!!

Lee : We are always happy to help our members.

Grand Finale (Everybody together)

We are employees at BOAT/US. Remember

72 if you own a boat, it makes good sense to become a member with us. You'll never worry again!

SESSION HISTORY 1 - 5 1991 - 1992

SESSION 1 (6/18/91 - 9/10/91) **Total Students: 29**

Instructors/Classes:
Margaret Hodgson, Rhoda Feigenbaum, Arthur Pearlstein

Low Intermediate	High Intermediate	Advanced
(8)	**(13)**	**(8)**

Progress Reports due:
Progres R:#1 7/22/91 ***Progres R #2 8/20/91*** ***Progres R # 3 9/10/91***

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SESSION 2 (9/17/91 - 12/17/91) **Total Students: 33**

Instructors/Classes:

Dale Whitesell	Sharon Donohue	Margaret Hodgson
Hi Intermediate (I)	High Intermediate (II)	Advanced
(9)	**(13)**	**(11)**

Progress Reports due:
Progres R:#1 10/10/91 ***Progres R #2 10/28/91*** ***Progres R # 3 12/17/91***

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SESSION 3 (1/7/92 - 3/26/92) **Total Students 26**

Instructors/Classes:

Dale Whitesell	Sharon Donohue	Margaret Hodgson
Hi Intermediate (II.A)	Hi Intermediate (II B)	Advanced
(6)	**(8)**	**(12)**

Progress Reports due:
Progres R:#1 1/31/92 ***Progres R #2 2/28/92*** ***Progres R # 3 4/26/92***

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SESSION 4 (3/31/92 - 6/18/92) **Total Students: 13**

Instructors/Classes:

Margaret Hodgson	Sharon Donohue
Advanced Intermediate	Advanced
(4)	**(9)**

Progress Reports due:

Progres R:#1 4/21/92 ***Progres R #2 5/21/92*** ***Progres R # 3 6/18/92***

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SESSION 5 **TOTAL STUDENTS: 31**

Instructors/Classes:

Margaret Hodgson	Sharon Donohue	Anne Weibezahl
Business Writing for International Students	Telephone Skills	Business Writing for Native English Speakers
(17)	**(7)**	**(7)**

Session dates: 9/8/92 - 12/3/92
for BWIS and Telephone Skills

Progress Reports due:

Progres R:#1 10/8 92 Progres R #2 11/12/92 Progres R # 3 12/3/92
for BWIS and Telephone Skills

Session dates 9/13/92 - 12/8/92
for Business Writing for N.E.S.

Progres R:#1 10/20/92 Progres R #2 11/17/92 Progres R # 3 12/8/92
for BWNES